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ABSTRACT

This summary of social studies/social science education doctoral dissertations provides a reference work of use to students, educators, researchers, and others interested in the topics, methods, outcomes, and patterns of recent graduate dissertations. Following an analytical introduction which describes the topics and problems most frequently addressed in the dissertations, summaries of 394 dissertations written between 1977 and 1982 are presented. The dissertations were selected from Dissertation Abstracts International (DAI) and classified into five categories: curriculum materials; teaching methods; school organization, curriculum organization, and school climate; teacher education and teacher characteristics; and studies of social studies in other countries. Each category includes the following subcategories: (1) social studies general subjects; (2) citizenship, law-related, and political education; (3) economics education; (4) geography and global studies; (5) behavioral sciences, ethnic, multicultural, and women's studies; (6) reading; and (7) values and moral education. In addition to the abstract, each entry includes author name, degree awarded, institution, dissertation title, descriptors indicating the main ideas of the study, and DAI order number. The document concludes with indices on topics, authors, authors' institutions, and instruments cited. (LH)

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Social Science Education Consortium, Inc.

SOCIAL STUDIES DISSERTATIONS 1977 - 1982

Mary A. Hepburn and Alfred Dahler

ERIC Clearinghouse for Social Studies/Social Science Education

SO 015 730

ERIC

SOCIAL STUDIES DISSERTATIONS
1977 - 1982

Mary A. Hepburn and Alfred Dahler

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Social Science Education Consortium, Inc.
ERIC Clearinghouse for Social Studies/Social Science Education
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1983

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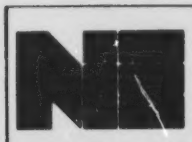

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FOREWORD

This publication is the third review of social studies dissertations undertaken by the ERIC Clearinghouse for Social Studies/Social Science Education. Together, they now cover the period from 1969 to mid-1982. The purpose of these reviews is to keep today's social studies professionals abreast of what tomorrow's professionals are attending to.

We are very grateful to Mary Hepburn and Alfred Dahler for undertaking this formidable task. In addition to providing capsule summaries of 394 dissertations, they have also created a useful classification system for the subject areas, which serves as the basis for organizing the book; indicated with a system of descriptors the major focus of each dissertation; and written an analytical introduction which describes, along with other data, the topics and problems most frequently addressed in the dissertations.

To further aid readers of this volume, indices have been added on topics, authors, authors' institutions, and instruments cited. The topic index includes all of the descriptors accompanying each review as well as key words or concepts in the review. The index of instruments was intended to exclude instruments constructed only for the purpose of the particular dissertation, although this purpose may not always have been accomplished. Altogether, the various guides should help the reader get a quick overview of the kinds of dissertations produced during the period covered or to zero in on particular questions or interests within the broad field of social studies.

Irving Morrissett
Director, ERIC Clearinghouse for
Social Studies/Social Science
Education and
Executive Director, Social Science
Education Consortium, Inc.

INTRODUCTION

Following in the footsteps of several authors who prepared similar earlier volumes (McPhie, 1964; Gross and de la Cruz, 1971; Chapin, 1974; and Wrubel and Ratliff, 1978), this summary of social studies/social science education doctoral dissertation studies is meant to provide a reference work of use to students, educators, and researchers. Systematic listing and annotation of social studies doctoral research is not available from any other source. In accordance with the goals of the earlier volumes, we are attempting to fill the need for a reference volume which can help to improve communications among graduate researchers, their instructors, and others in the profession interested in the topics, methods, and outcomes of recent graduate dissertations.

In addition, we consider the summaries contained herein to offer useful historical data for examining patterns in recent graduate research in the social studies. Some interesting patterns emerged from our work as we gathered abstracts and compiled summaries. These patterns not only reflect the research interests of recent doctoral candidates, but also suggest changing interests in universities and in school systems.

We wish to make it clear to users that this volume contains "summaries" rather than "reviews" of dissertations in social studies education. Because our data source was limited to Dissertation Abstracts International, we could not effectively offer critical or evaluative comments on the studies. We have attempted, however, to extract from each abstract a brief statement of three types of information: (1) the problem addressed, (2) the research procedures followed, and (3) the results reported. In some cases, information in the abstract was not detailed enough or clear enough to provide all three types of information, and notation is usually made to that effect.

Our search for the social studies/social science education dissertations listed in Dissertation Abstracts International (DAI) from January 1977 to mid 1982 turned up 394 studies. The distribution of these studies was: 69 in 1977, 67 in 1978, 60 in 1979, 100 in 1980, 62 in 1981, and 36 in the first part of the 1982 listings.

Limitations

Limitations to this compilation of abstracts should be noted. We have included abstracts only from U.S. universities. Listings from outside the U.S. were selective and obviously incomplete. In fact, some U.S. institutions are not cooperators to DAI, so studies conducted in such institutions are not found here.

We did attempt to identify all listed dissertations in which the main focus was on social studies/social science education. Initially most of the titles were identified by computer search, but when we went to the abstracts in DAI, we often found additional social studies abstracts not on our computer lists. Therefore, the descriptors for our searches were expanded and revised several times, and our pool of titles was enlarged considerably. Nevertheless, we do assume that because of the diversity of dissertation titles and variation in descriptors there are doubtless omissions.

Resources and time tended also to be limiting factors. The cost of continued computer searches, library identification, and copying of abstracts had to be limited. Contract arrangements required conclusions of the search in early October, 1983. Dissertation abstracts for the latter part of 1982 were not yet available to us. Consequently, we are certain that a number of 1982 dissertations are not included.

Patterns

We have drawn up several tables similar to those in previous volumes of Social Studies Dissertations which offer overviews of the research approaches, grade levels, and universities. In addition we developed a classification system to aid us in providing a more detailed overview of the topics of recent dissertations.

Research Topics

On the basis of the subjects of approximately the first 100 dissertation abstracts identified, we delineated five categories of research: Curriculum Materials; Teaching Method; School Organization, Curriculum Organization, and School Climate; Teacher Education and Teacher Characteristics; and Social Studies in Other Countries. We further subdivided the abstracts into topic areas. The following eight

topic areas were defined: (1) Social Studies General (including topics on elementary social studies and those which spanned K-12); (2) Citizenship, Law, and Political Education; (3) Economic Education; (4) Geography and Global Studies; (5) American History and World History; (6) Behavior Sciences, Ethnic, Multicultural, and Women's Studies; (7) Reading and Social Studies; and (8) Values and Moral Education. Then as each abstract was read and summarized, it was placed into one of the five categories and one of the eight topic areas. At completion these were tabulated into the matrix shown in Table 1.

Examining the five categories, the largest number of studies (105) was concerned with social studies curriculum materials. These included content analyses of textbooks and development and testing of new materials. Most of the research in this category focused on the topic areas of history, general social studies, and reading levels and skills. Research into teaching methods followed a close second with 100 studies, most of which dealt with general social studies topics, citizenship education, and reading skills.

The third most attractive category of dissertations for recent graduate studies was one which we titled "School Organization, Curriculum Organization, and School Climate." Over a third of these studies were in citizenship and economics education, and an equal number were in the general social studies topic area.

Teacher education was the fourth most popular category of research with 60 studies. The majority of these studies were in the general social studies area, but economics education accounted for 10 of the studies.

Studies of social science education in other countries was the fifth largest category with 33 dissertations. This accounts for just over 8 percent of the dissertations in our survey, but it shows a notable increase from the 1973-1976 study. That four-year period reveals a yearly average of 3.2 studies abroad, while we find (based on 5.5 years) an average of 6 per year.

Examining the topic areas in which most research was concentrated, we find that general social studies topics comprise 40 percent of the studies. Included in this group are dissertations which did not specifically focus on one of the other listed content areas. A number of these dealt with elementary social studies curriculum, textbooks, teaching

TABLE 1

Dissertation Topics

Topic Areas	Curriculum Materials (CM)		Teaching Methods (TM)		School Org. & Climate, Curriculum Organization (SCO)		Teacher Ed. & Teacher Characteristics (TE)		Studies of Social Studies in Other Countries (OC)		Total
1. Social Studies General Subjects	27		40		37		33		19		156
2. Citizenship, Law, Political Education	4		12		26		5		3		50
3. Economic Education	1		4		11		10		2		28
4. Geography Global Studies	7		5		3		5		3		23
5. American History, World History	28		11		4		1		1		45
6. Behavioral Science, Ethnic, Multicultural, Women Studies	12		6		9		4		0		31
7. Reading and Social Studies	22		14		0		0		1		37
8. Values and Moral Education	4		8		6		2		4		24
Total	105		100		96		60		33		394

Categories

strategies, and teacher characteristics. Also included in this topic area were theoretical and analytical studies of social studies curriculum design, content, and sequence.

Among the specific content areas it is interesting to find that citizenship education (including law education and political education), economics education, and reading in social studies account for over one third of the 394 dissertations. Given the large number of curriculum and teacher education projects in the citizenship and economics areas in recent years and the widespread concern for reading skills, these results are not surprising.

Dissertation Productivity

In the 1973-76 survey an average of 80.5 dissertations per year was reported, a decline of 19.5 from the average 100 annually reported in the Chapin study of 1969-73. Considering the time span of our study as 5.5 years, we find a further decline to 71.6 dissertations annually. We expected to find a greater decline, especially considering the often expressed view of oversupply (see Wrubel and Ratliff, p. 2, for example).

The length of the dissertations ranged from 692 pages to 43 pages. The total number of pages in these 394 dissertations was 79,913, averaging 204 pages per dissertation, very close to the 201-page average reported for 1973-76.

By Gender

In the total 394 dissertations 62 percent were by male graduate researchers, and 38 percent or 148 were by females. The percentage of studies conducted by females represents an increase of 8 percent from the percentage totals of the 1973-76 period and an increase of 19 percent from the percentages of the 1969-73 period.

By Educational Level

The educational level dealt with in each study was noted on the entries. These were tabulated as "elementary," "secondary," "college," or "general" (i.e., studies which spanned two or more levels). Our tabulations showed that 109 dissertations concerned elementary social studies; 184 concerned secondary social studies; 95 were general; and 6 concerned college social studies education.

By Degree-Type

The largest number of degrees granted to the doctoral candidates from 1977 through mid 1982 were Ph.Ds (197 or 50 percent), Ed.Ds comprise 47 percent or 187, while there were four D.Eds and six D.A.s. The latest figures mark a shift from the eras of the previous reports where Ed.Ds predominated. The 1973-76 report noted an increase in Ph.Ds by 7 percent. We have found an increase of 4 percent from the 46 percent of the total noted Ph.Ds in the Wrubel and Ratliff report.

By Graduate Institutions

The top 32 institutions granting degrees to social studies researchers in the 1977-mid 1982 period are shown on Table 2 in the right hand column. Examining the top ten institutions for this period, we find that Northeastern universities produce the largest number of doctorates with 45 (17 from Temple University, 16 from Boston University, and 12 from Columbia University). Southern institutions followed with a total of 34 doctorates (13 from Florida State University, 12 from University of Georgia, and 9 from University of Texas). Midwestern institutions granted 27 doctorates in social studies education with 14 from Indiana University and 13 from Ohio State University.

Table 2 also provides an overview of the numbers of dissertations from various institutions shown in the tabulations of the two previous reports.

Types of Research

Our classification of research approaches is somewhat different from that used in any of the previous studies. We identified six types of studies in the abstracts and used them as categories for our tabulations:

The descriptive classification includes textbook content analyses, assessments, survey research, and various other studies which give an account of the status of some facet of social studies education.

The experimental classification includes studies utilizing controlled and manipulated variables in experimental or quasi-experimental studies.

The analytical classification includes theoretical works, model building, and critical analyses of the literature.

TABLE 2

Doctorates by Institutions

INSTITUTIONS	1969 - 1973	1973 - 1976	1977 - mid 1982
Temple University	1	9	17
Boston University	13	4	16
Indiana University	19	8	14
Ohio State University	15	6	13
Florida State University	9	6	13
Columbia University	10	12	12
University of Georgia	11	5	12
Stanford University	10	8	9
University of Texas	9	4	9
University of Pittsburgh	6	6	9
Pennsylvania State University	11	4	9
Auburn University	9	3	9
University of Michigan	15	5	8
University of Wisconsin-Madison	1	2	8
University of Missouri-Columbia	0	4	7
University of Northern Colorado	3	3	7
University of Colorado	4	6	6
Michigan State University	5	3	6
University of Maryland	7	9	6
University of Illinois	9	2	5
Carnegie-Mellon University	2	11	5
University of Virginia	2	6	5
West Virginia University	3	2	5
University of Nebraska	7	6	4
New York University	5	3	4
University of North Carolina	0	6	4
University of Iowa	8	3	3
University of California-Berkley	8	1	2
Northwestern University	9	6	2
North Texas State University	9	4	2
Wayne State University	6	10	1
Syracuse University	9	13	1

The historical classification includes examinations of past events, developments, and relationships in the social studies field.

The developmental classification refers to the creation of curriculum materials, teacher education materials, curriculum design, and instruments for evaluation. In some cases this category includes the testing of the material developed.

The ethnographic classification refers to observation studies, field studies, and anthropological studies of student and/or teacher groups.

The numbers and percentages in these categories are shown in Table 3. Descriptive studies comprised 45 percent or 177 of the 394 dissertations. Wrubel and Ratliff used the term "descriptive" in their classification, and it accounted for 65.3 percent of their tally. However, their category included analytical studies and cannot fairly be compared with the present category.

It does appear that comparisons with the other reports are warranted in the categories titled "experimental" and "historical." Our second largest category was made up of experimental studies which comprised 105 dissertations or 27 percent of the total. This figure is an increase from the 23 percent listed for 1973-76 and a marked decrease from the 36 percent listed for 1969-73.

Historical research in dissertations has shown a slight increase and then a decline over the last 14 years. In the 1969-73 report it comprised 6 percent of the total, while in the 1973-76 report it increased to 11.4 percent, and our figures show this type of research again accounts for 6 percent of the total.

The new classifications of "analytical" (56 studies), "developmental" (29 studies), and "ethnographic" (5 studies) account for 22 percent of the recent research. Current educational research interests suggest to us that these are areas of graduate research that are likely to show increases in the social studies field in the near future.

Use of This Book

The Table of Contents follows the classification scheme in Table 1. Each category provides a kind of chapter break, and each topic area is listed under each category except in the two categories under "Reading and Social Studies" where no dissertations were found (see SCO-7 and TE-7 on Table 1).

TABLE 3

Types of Research

Descriptive	177	45%
Experimental	105	27
Analytical	56	14
Developmental	29	7
Historical	22	6
Ethnographic	5	1
	394	100%

The summaries of the dissertation abstracts are numbered following the sequence of categories shown in the Table of Contents. These numbers are the numbers which appear in the Indices of Descriptors, Institutions, and Authors at the back of the book.

Each entry in this book presents at the top the dissertation author's name, degree, name of the degree-granting institution, year of the degree award, and dissertation title. To the right of this information in parentheses is a notation of the level and type of study. Below the title are descriptors which indicate topics or foci of the research. These descriptors are the basis of the listing in the Index of Descriptors. Following the brief summary of each study is a notation of the number of pages in the dissertation. Finally, the order number is listed for use in ordering microfiche copies from Dissertation Abstracts International.

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McPhie, Walter E., Dissertations in Social Studies Education: A Comprehensive Guide. Research Bulletin No. 2. Washington, D.C.: National Council for the Social Studies, 1964.

Wrubel, Paul R. and Ratliff, Roosevelt, Social Studies Dissertations: 1973-1976. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education and Social Science Education Consortium, 1978.

CURRICULUM MATERIALS

Social Studies General

1. Alldredge, Joseph Leo, Ed.D. (developmental/elementary)
Brigham Young University, 1980

MATERIALS FOR USE IN TEACHING SOCIAL STUDIES TO PRESERVICE TEACHERS

Teacher education
Curriculum materials

The purpose of this project was to prepare materials for use in teaching social studies to preservice elementary teachers. The material was specifically developed to meet the needs of Elementary Education 3500 at Brigham Young University. Emphasis was placed on methods and strategies. A brief history of the social science disciplines comprised within social studies was included. 153 pp.

Order no. 8027376

2. Bell, Samuel Robert, Ph.D. (analytical/general)
Stanford University, 1977

SOCIAL STUDIES TEXT MATERIALS AS A RESOURCE FOR REFLECTIVE INQUIRY: A CONTENT ANALYSIS

Curriculum materials
Textbooks
Reflective inquiry

Using content analysis procedures, a random sample of 185 social studies titles stratified by grade level and content area was analyzed using the researcher-developed Reflective Inquiry Analysis System.

The analysis was based on dichotomous decisions made in regard to: (1) content drawn from problematic area, (2) content presented as current problem, (3) data/problem-solving strategies presented, (4) value implications explored, and (5) application encouraged.

General finding was that social studies text materials do not exhibit the characteristics of reflective inquiry. 187 pp.

Order no. 7725647

3. Brunk, Valeria Nell, Ed.D. (experimental/elementary)
Texas A and M University, 1981

VALIDATION OF A SOCIOECONOMIC CURRICULUM: MUSIC INTEGRATED WITH SOCIAL STUDIES AND SCIENCE FOR YOUNG LEARNERS

Curriculum materials
Sociomusic
Learner achievement

This research tested a grade one socioeconomic curriculum for learner achievement. A sample of 568 students was divided into four groups: (1) a grade 1 sociomusic treatment group, (2) a grade 1 separate subject comparison group, (3) a kindergarten cohort group, and (4) a grade 2 cohort group.

The sociomusic curriculum consisted of two thirty-minute sociomusic lessons per week throughout a semester taught by the classroom teacher, while the comparison grade 1 curriculum consisted of separate subject instructions in social studies, science, and music taught by special subject teachers.

It was concluded that the grade 1 learner achievement of social studies, science, and music concepts resulting from an integrated sociomusic curriculum was superior to those resulting from a separate subject curriculum. 215 pp.

Order no. 8118314

4. Chazin, Carole Deborah, Ph.D. (experimental/elementary)
New York University, 1977

THE EFFECTIVENESS OF SUGGESTED INSTRUCTIONAL FILMS IN CONVEYING UNDERSTANDINGS OF FOURTH GRADE SOCIAL STUDIES IN SELECTED PUBLIC SCHOOLS IN NEW YORK CITY

Instructional films
Achievement
New York City

Selected instructional films suggested in the Curriculum Bulletin of the New York City Board of Education were studied for effectiveness with students. The study focused on the films as a means of conveying recommended understandings for a fourth grade social studies unit.

The following hypotheses were tested: (1) students who have viewed the suggested instructional films will achieve higher achievement test scores than students who have not viewed films, (2) students who have viewed the films and received instruction based on a film-study guide will achieve higher scores than students not viewing

the film, and (3) students who have viewed the films and received instruction based on a film-study guide will achieve higher scores than students who view the film only.

After using five instructional films with three treatment groups, test results sustained the second and third hypotheses but not the first one. The importance of film-study guides for attaining higher achievement test scores was concluded. 169 pp.

Order no. 7803007

5. Chelius, Thomas Vincent, Ed.D. (descriptive/general)
Temple University, 1977

AN ANALYSIS OF THE INTEGRATIVE QUALITY OF SOCIAL STUDIES CONTENT AS IT IS REPRESENTED IN THREE INTERDISCIPLINARY CURRICULA

Knowledge integration
Interdisciplinary curriculum

Investigated was how interdisciplinary curricula approach the integration of eclectic discipline content with existing student knowledge. The following interdisciplinary curricula were examined: Public Issues Series of the Harvard Social Studies Project, MATCH Kits from the Boston Children's Museum Project, and the Taba Social Science Program from the Taba Curriculum Development Project.

The study suggests that integrating eclectic content takes place best when individuals are required to solve problems. Findings were that although the three curricula were structured according to the problem solving approach, there was little personal problem perception. All provided for hypothesizing but failed to discuss the uniquely integrating qualities. All provided background knowledge, but only Taba preassessed the amount and quality of such knowledge. All provided for free and open class discussion and debate. 248 pp.

Order no. 7812262

6. Clark, Ronald Charles, Ed.D. (experimental/general)
University of Illinois at Urbana-Champaign, 1977

THE EFFECTS OF GRAPHIC MATERIALS ON CRITICAL THINKING IN SOCIAL STUDIES

Graphic material
Critical thinking

The relationship between critical thinking and the ability of students to interpret graphic materials was investigated.

Sixty-six subjects were randomly selected from 109 students and were divided randomly into equal experimental and control groups. Comprehensive basic skills tests were given as pretest and posttest. The Iowa Test of Basic Skills and Illinois Test of Ability to Judge Interpretation of Data were also used. Subjects were exposed to explanatory lessons on reading of maps, charts, and other graphic material. Only the experimental group was exposed to an array of graphic materials related to content material and were asked to interpret and discuss the graphics material.

Findings were: (1) ability to interpret graphic material was directly affected by critical thinking ability, (2) the use of graphic material strengthened the relationship between the critical thinking ability and knowledge of basic study skills, and (3) use of graphic material had a uniform effect on the experimental group. 92 pp.

Order no. 7726650

7. Davis, Yvonne Annette, Ed.D. (experimental/elementary)
University of California, Los Angeles, 1977

THE RELATIONSHIP BETWEEN PUPILS' PARTICIPATION IN MAN: A COURSE OF STUDY AND THEIR ACHIEVEMENT IN SOCIAL STUDIES

New Social Studies
Curriculum material
Teaching method

This study tried to determine if there would be any difference in achievement in social studies classes using Man: A Course of Study (MACOS) as opposed to a traditional program. The first hypothesis stated that there would not be any achievement differences, while the second hypothesis stated that the MACOS students would evidence superior attitude patterns.

CTBS Standardized Social Studies Tests and attitude questionnaires were administered to two classes (an experimental and a control class) from each of 12 schools. A total of 685 California pupils participated in the experiment.

Findings confirmed the first hypothesis of no significant difference in achievement and rejected the second hypothesis showing no significant difference in attitude. 122 pp.

Order no. 7806467

8. Dougherty, Richard Otis, Ed.D. (analytical/elementary)
The University of Toledo, 1978

TREATMENT OF THE CONCEPTS OF CHANGE AND THE FUTURE IN SELECTED ELEMENTARY SOCIAL STUDIES TEXTBOOK MATERIALS

Curriculum materials
Future studies
Textbooks

Examined was the degree to which the concepts of change and the future were treated in elementary social studies textbooks. The aspects of futuristic thinking reviewed were the concepts of change, the nature of polity, economy and society, cause and effect, values and purposes, and images of the future.

Five major elementary textbook series were analyzed. The instrument used in content analysis was an 8-item rating sheet modified from the instrument developed by Redd and adapted from the Bell, Man, Huber, Boldt paradigm for the analysis of time perspectives and images of the future.

Fourteen of the thirty textbooks examined were judged to have a fair to high degree of consistency with future thinking. These books had an adequate base to prepare elementary students to cope with change and the future. 156 pp.

Order no. 7818528

9. Drake, LaSheila Jo, Ph.D. (experimental/elementary)
Indiana State University, 1978

A STUDY OF THE EFFECT OF SELECTED SIMULATION GAMES ON STUDENT INTEREST IN SOCIAL STUDIES

Curriculum materials
Teaching method
Simulation games

This study examined whether there would be a change of student interest in social studies as a result of participation in simulation games and whether the variables of sex, grade level, socioeconomic level, and social studies knowledge would be significantly related (either independently, or in combination), to change in student interest.

Subjects were 150 students in grades 3, 5, and 7. The Stanford Achievement Test, Social Science Section, Form A was administered to determine classification of social studies knowledge. During the experimental instructional period, the students played two simulation games: Neighborhood and Indian Valley.

Results revealed no significant change in student level of interest toward social studies after participation in simulation games. A significant relationship was found between student interest toward social studies and socio-economic level. 111 pp.

Order no. 7905961

10 Englehardt, Leah Templeton, Ph.D. (analytical/elementary)
Southern Illinois University at Carbondale, 1978

AN ANALYSIS OF THE QUESTIONS AND CONTENT IN SELECTED SOCIAL STUDIES TEXTBOOKS FOR USE IN THE INTERMEDIATE GRADES

Curriculum materials
Textbooks
Questions
Cognitive level

A content/question analysis was conducted on fourth, fifth, and sixth grade social studies textbooks by six major textbook companies. Analyzed were: (1) percentage of questions relating to conservation, goods and services, transportation, communication, education, recreation, government, tools, techniques, social arrangements, esthetics, religion and moral behavior, and (2) percentage of questions requiring knowledge, comprehension, application, analysis, synthesis, and evaluation.

In the student editions of the textbooks instructional questions which related to the cognitive dimensions of substantive content facilitation were examined. Each question was categorized in a single content area according to predominant intent and placed in the taxonomic category which represented the most sophisticated level of thinking required in order to answer.

Conclusions were that texts primarily concentrated on four content areas and did not represent an interdisciplinary approach; questions were disproportionately concentrated in only one or two content areas; instructional questions provided few opportunities to engage in high-cognitive thinking processes. 344 pp.

Order no. 7817516

11. Ernes, Albert Francois, Ph.D. (analytical/elementary)
The University of Akron, 1981

A CONTENT ASSESSMENT OF SCIENCE FICTION FROM 1947-1979 WITH IMPLICATIONS FOR THE ELEMENTARY SOCIAL STUDIES CURRICULUM

Science fiction in social studies
Content analysis
Curriculum materials
Technological change

The purpose of the study was to explore implications of science fiction for social studies from children's science fiction 1947-1979, and conduct a content assessment of the social science concepts in children's science fiction during that time period.

Included were 160 science fiction books ranging from kindergarten through junior high school. Each book was studied for content based on categories of social science disciplines and concepts. Among the research questions addressed were: What events in science fiction have contributed to the genre as a means of exploring present and future societal trends? Which children's science fiction books can be used in relation to the social studies? Can book reviews of children's science fiction indicate by content assessment the extent to which social studies is interwoven in the books?

The researcher identified science fiction books which contributed to the genre's status in the social studies, outlined events that led to the development of children's science fiction, and determined that recent titles have moved away from the earlier emphasis on science and believable characters toward an emphasis on people and their reactions to technological change. It was concluded that science fiction for children did have implications for social studies curriculum. 401 pp.

Order no. 8019114

12. Farag, George Samuel, Ed.D. (descriptive/general)
University of Montana, 1978

SOCIAL SCIENCE EDUCATION FOR GRADES K-12 IN MONTANA PUBLIC SCHOOLS: TEXTBOOK EVALUATION

Content analysis
Textbooks
Montana

This study is the second volume of the author's dissertation. (The first volume, "Social Science Education for Grades K-12 in Montana Public Schools," was microfilmed as number 78-14689.)

Textbooks were analyzed for their value in terms of: (1) vocabulary, (2) suggested activities and teacher helps, (3) inquiry approach, (4) problem solving, and (5) disciplines included. A survey of 56 social studies teachers K-12 from Montana's 56 counties was used to collect data.

Textbooks in use were listed by title, author(s), and latest copyright date. Evaluations were summarized by grades. 375 pp.

Order no. 8006875

13. Franklin, Doris Marie, Ed.D. (descriptive/elementary)
Indiana University, 1981

AN ANALYSIS OF QUESTIONS IN SIXTH-GRADE SOCIAL STUDIES TEXTBOOKS PUBLISHED BETWEEN 1965-1969 and 1975-1979

Taxonomy of cognition
Textbooks
Curriculum materials
Questions

The study analyzed and compared the types of questions and questioning strategies found in eight sixth-grade social studies textbooks of the periods 1965-1969 and 1975-1979. Questions were compared in terms of a taxonomy of cognition constructed by Bloom and associates to determine whether the textbooks of 1975-1979 when compared to 1965-69 included a greater proportion of questions from higher levels of the cognitive domain. Sequencing of questions was also investigated. Conclusions were that there has been a continuing emphasis in sixth-grade social studies textbooks on questions that fit the lower levels of the cognitive domain. 144 pp.

Order no. 8200845

14. Goethe, Frederick Martin, Ed.D. (descriptive/elementary)
The George Washington University, 1980

A SURVEY OF ELEMENTARY SCHOOL TEACHERS OF BALTIMORE COUNTY, MARYLAND CONCERNING THE ADEQUACIES OF INSTRUCTIONAL MATERIALS PROVIDED FOR THE SOCIAL STUDIES PROGRAM IN GRADES FOUR THROUGH SIX

Curriculum materials
Textbooks
Maryland

To determine the adequacy of social studies instructional materials in grades four through six in Baltimore county, Maryland, a questionnaire listing instructional materials by category and title was mailed to 218 randomly selected teachers. There were 212 responses.

Findings indicated that instructional materials of all types, especially filmloops, kits, and disc or tape recordings, were unsatisfactory in regards to relevancy and availability. The researcher recommended that the Board of Education investigate the situation and take appropriate action. 148 pp.

Order no. 8120357

15. Jefferson, Franklin David, Ph.D. (descriptive/secondary)
University of South Carolina, 1977

AN ASSESSMENT OF THE DEGREE TO WHICH SEVEN NATIONAL SOCIAL STUDIES PROJECTS ARE BEING USED IN THE PUBLIC HIGH SCHOOLS OF SOUTH CAROLINA

Curriculum dissemination
"New social studies"
South Carolina

Projects examined were: Amherst College, History Units in American History; Carnegie-Mellon University, Social Studies Curriculum Project; Indiana University, High School Curriculum Center in Government; The Association of American Geographers, High School Geography Project; San Jose State College, Economics in Society; American Sociological Association, Sociological Resources for Social Studies; University of Minnesota, Project Social Studies.

Eighty social studies teachers from forty public high schools were randomly selected and surveyed. Thirty-one teachers indicated that they had used project materials. Forty-three teachers indicated they had used project materials to make their own instructional materials. Nine teachers had not used project materials. The Carnegie-Mellon material was most frequently utilized. Urban schools were more likely to have materials than rural schools. Lack of program utilization was traced to teacher unfamiliarity with materials. Recommendations were made for improved dissemination of project materials. 91 pp.

Order no. 7722411

16. Jonson, Kathleen Feeney, Ed.D. (descriptive/secondary)
Seattle University, 1981

PLANNING AND IMPLEMENTING A JUNIOR HIGH GIFTED PROGRAM FOR LANGUAGE ARTS/SOCIAL STUDIES

Curriculum organization
Humanities interdisciplinary program
Gifted education
Curriculum model

The activities and curriculum of the Humanities Interdisciplinary Program (H.I.P.) for seventh and eighth grade students in the state of Washington were described in detail.

Discussed were four key concepts related to the project: (1) educational programming for general intellectual ability, (2) the psychological and social needs of gifted adolescents, (3) the cognitive needs of the adolescent learner, and (4) the implications for curriculum planning of rapid social and technological change.

A rationale for a humanities focus for gifted students was presented and curriculum implementation reviewed. Program philosophy, goals, student behavioral objectives, and a student goal sheet were included along with a description of the H.I.P. curriculum model. 329 pp.

Order no. 8119999

17. Lawlor, James Crosby, Ph.D. (descriptive/general)
University of Maryland, 1977

SELECTED CHARACTERISTICS OF INNOVATORS AND THEIR RELATIONSHIP TO SOCIAL STUDIES TEACHERS' ADOPTION OF NEW CURRICULUM MATERIALS

Curriculum innovation
Prediction of innovation

The purpose of this study was to determine if a relationship existed between theoretical variables in the literature on prediction of innovation and social studies teachers' use of new curriculum material.

Investigated were 11 independent variables associated with teachers' acceptance of innovation and change: participation in planning and development, cosmopoliteness, confidence in leadership, knowledge of innovation, attitude toward risk taking, opinion leadership, disposition toward education, years of teaching experience, assigned teaching level, age, and school system.

Questionnaires were administered to 525 Maryland social studies public school teachers in grades 1-12. Randomly selected students and appropriate social studies supervisors were administered separate questionnaires to determine their opinion of teachers' use of social studies resource units.

Results indicated that the theoretical variables did serve as a predictor of teachers' use of social studies resource units. A number of strategies were included to induce teachers to be accepting of change and to view it in a positive manner. 166 pp.

Order no. 7804518

18. Levstik, Linda Suzanne Thome, Ph.D. (analytical/general)
The Ohio State University, 1980

REFUGE AND REFLECTION: AMERICAN CHILDREN'S LITERATURE AS SOCIAL HISTORY, 1920-1940

Curriculum materials
Novels

This study analyzed representative children's American historical and realistic fiction of the period 1920-1940 in relation to the general social, intellectual, and literary trends of their times.

The analysis showed throughout both decades evidence of a prevalent belief that children should be protected from certain realities. Children's fiction sought to provide refuge from modern life by reference to an agrarian myth. The researcher found that in spite of a tendency to glorify the past and protect children from the present, children's fiction was reflective of the era. Children's books did react to intellectual currents though never going to the extremes found in the adult literary world.

The researcher concluded that part of social studies involves interpreting social data, an area in which literature can make a unique contribution since fiction may serve as an interpretation of social data. 339 pp.

Order no. 8015900

19. Protinsky, Ruth Anne, Ed.D. (descriptive/elementary)
Virginia Polytechnic Institute and State University, 1979

AN ANALYSIS OF THE TREATMENT OF MIDDLE EASTERN ARABS IN VIRGINIA ELEMENTARY SOCIAL STUDIES TEXTBOOKS

Textbooks
Bias
Virginia
Arabs

This study examined the treatment of Middle Eastern Arabs in Virginia-adopted elementary social studies texts for the period 1972-1979. Visual and written content, evaluative terminology, and picture identification were analyzed.

Results indicated a nationalistic bias, mostly a bias by omission. The coverage of Arab culture was found to be inadequate and in some cases inaccurate. 161 pp.

Order no. 8005226

20. Rice, Juanita Glorianne Wilson, Ph.D. (developmental/elementary)
Texas A and M University, 1980

THE SELECTION OF SOCIAL STUDIES TEXTBOOKS FOR THE ELEMENTARY SCHOOL

Textbook selection
Selection guide

The development and field testing of an instrument to assist in selection of social studies textbooks was the purpose of this study. The following questions were posed: (1) What is involved in the analysis of elementary social studies textbooks? (2) What are the crucial considerations entering into textbook selection? (3) Can a usable selection instrument be developed, and (4) How much agreement is there among teachers in selection of texts?

A textbook evaluation instrument was developed from data obtained from a questionnaire sent to Texas social studies experts. Then a Social Studies Textbook Selection Guide was developed from the information received. The guide was field-tested by 50 fifth grade elementary teachers who evaluated five Texas-adopted fifth grade social studies textbooks.

The study developed a usable field-tested guide, but it did not show at the .05 level of significance that teachers will agree on a single textbook as the most appropriate book for the school district. 148 pp.

Order no. 8108039

21. Sager, Janice Coleman, Ed.D. (analytical/general)
State University of New York at Buffalo, 1979

MAKING WOMEN VISIBLE IN SOCIAL STUDIES TEXTBOOKS: A CURRICULUM DESIGN ANALYSIS OF SEX ROLE STEREOTYPES

Textbooks
Curriculum materials
Sex roles

The purpose of this study was to analyze social studies textbooks for sex role stereotypes to provide teachers of sixth, seventh, and eighth grade students with supplementary curriculum guidelines which would assist emerging adolescents to develop their own sex role values.

The descriptive research methodology and the direct content analysis research technique were used to classify and analyze sex role data in a social studies and an American history textbook. Four evaluation forms were developed.

Sex role stereotypes, omissions, and dichotomies were found to be prevalent in the two textbooks examined. However, the social studies book organized for elementary problems studies was considered to be less biased than the history book. 265 pp.

Order no. 7926204

22. Sauerman, Thomas Howard, Ed.D. (developmental/elementary)
Temple University, 1980

A GUIDE FOR DEALING WITH FIVE MAJOR LIFE ISSUES OF YOUNG CHILDREN (AGES 2-7): DEATH, HOSPITALIZATION AND ILLNESS, SEPARATION AND DIVORCE, NEW BABY, AND MOVING

Controversial issues
Curriculum materials
Teaching methods

In this study a guide for teachers of children ages 2-7 was developed to enable them to assist young children to deal with five major life issues: death, hospitalization and illness, separation and divorce, new baby, and moving. A life issue is defined as a developmental challenge caused by separation. It was proposed that teachers can play an important role when a child faces a life issue, and the degree to which they are able to assist is directly proportional to their understanding of the child and the issue.

Chapters 5 to 9 each deal with one of the five life issues. Major findings about each of the five issues are discussed. A major finding noted is that limited research affects three life issues: separation and divorce, new baby, and moving. The researcher suggests that the use of children's literature, audiovisuals, visitors, games, role play, puppets, art, and other activities lend themselves to use with children when dealing with these problems. These methods can transmit information as well as elicit feelings.

The study concluded that teachers can play an important part in helping young children cope with these difficult life events; their role is not to shield the children but to support and enable them to grow from the experience. 437 pp.

Order no. 8025108

23. Spears, Shirley Kelley, Ed.D. (descriptive/secondary)
Auburn University, 1982

THE CENSORSHIP OF HIGH SCHOOL SOCIAL STUDIES TEXTBOOKS IN ALABAMA DURING THE ADOPTION PERIODS BETWEEN THE YEARS OF 1970-1980

Textbooks
Censorship
Alabama

This study investigated the censorship of high school social studies textbooks in Alabama during the 1970-1980 adoption period.

Teachers, publishers, and representatives were surveyed. An attempt was made to examine the records of the Alabama Textbook Committee. Committee chairpersons for two periods of adoption were interviewed. The Alabama State Board of Education minutes pertaining to the 1974-

75 and 1979-80 adoptions were examined, and interviews were conducted with people who privately conferred with the Governor concerning textbooks.

Conclusions from the research were: (1) publishers are sensitive to pressure from censorship advocates, (2) teachers lack experience with censorship, (3) the work of the State Textbook Committee has earned the respect of many educators, (4) The State Board of Education should respect the recommendations of the State Textbook Committee, and (5) high level censorship attempts were difficult to resist. 196 pp.

Order no. DA8305003

24. Spohn, William Allen, Ph.D. (historical/general)
The University of Connecticut, 1979

A HISTORICAL AND DOCUMENTARY INVESTIGATION OF PROJECT SOCIAL STUDIES CURRICULUM CENTERS

Curriculum materials
Curriculum centers
U.S. Office of Education
"Project Social Studies"

The purpose of this study was to provide information on the nature of the "Project Social Studies" Curriculum Centers (PSSCC), established by the U.S. Office of Education. Items addressed were: (1) causal forces, objectives, administration, organization, and the developmental process of the PSSCC; (2) the general nature of the curriculum materials developed; and (3) the impact of PSSCC. The 16 highest funded centers were analyzed.

Findings were that PSSCCs achieved their objectives in the planning, developmental, and field testing phases, but were not consistent with their objectives in the area of evaluation and dissemination. The study recommended continuation of the PSSCC concept. 198 pp.

Order no. 7915046

25. Tate, Benjamin Barrow, Ed.D. (analytical/general)
University of Georgia, 1979

INQUIRY IN THE SOCIAL STUDIES: A CRITICAL ANALYSIS OF RATIONALES

Inquiry
Curriculum materials

The following eight social studies rationales based on inquiry instruction were analyzed: (1) H. M. Clements, B. R. Tabachnick, and W. R. Fielder, (2) B. Goldmark, (3) E. Fenton and associates (able and average students), (4) E. Fenton and associates (slow

learner), (5) B. G. Massialas and C. B. Cox, (6) D. W. Oliver and J. P. Shaver, (7) F. Newmann and D. W. Oliver, and (8) J. T. Mallan and R. Hersh.

Each rationale was analyzed using a three-step methodology consisting of: summary, critique of the adequacy of the rationales, and examination of the intellectual origins of the rationales. Summaries of rationales indicated great diversity of social studies goals.

The results indicated diversity in rationales as summarized, mixed strengths in the critique of adequacy, and diversity in the intellectual origins of the rationales. The research findings were explained in terms of the general acceptance of inquiry in the intellectual milieu of American social studies. This general acceptance of inquiry instruction was then analyzed in terms of the advocate-like tactics of the proponents of inquiry and the general compatability of inquiry with four traditions in social studies. 237 pp.

Order no. 8010632

26. Taylor, Thomas Roger, Ph.D. (developmental/elementary)
Southern Illinois University at Carbondale, 1980

A STUDY TO DEVELOP A FOUNDATIONAL VOCABULARY FOR THE BASIC ACTIVITIES OF MAN SOCIAL STUDIES MODEL AS IDENTIFIED THROUGH WORD ASSOCIATIONS BY INTERMEDIATE ELEMENTARY SCHOOL CHILDREN GRADES FOUR THROUGH SIX

Vocabulary
Cross-cultural studies
Word associations

Three research objectives were pursued: (1) develop a foundational vocabulary for each of the Basic Activities of Man based on the 100 most frequently used words; (2) determine lists of the most frequently used words produced by four selected geographic-economic groups; and (3) develop a foundational vocabulary of the 20 most frequently used words for each of the Basic Activities of Man by geographic-economic groups.

Subjects were 360 students from 12 Illinois schools. Research focused on the following geographic-economic groups: (1) disadvantaged rural children, (2) disadvantaged urban children, (3) middle-class children in medium-sized communities, and (4) upper middle-class children from medium to large communities.

A foundational vocabulary list for the 100 most frequently used words was produced as well as a 100-word vocabulary list for each of the selected geographic-economic groups. Also, a core foundational word list of 20 most frequently used words by geographic economic populations was produced. 201 pp.

Order no. 8102429

27. Wijesinghe, Gita Sushila, Ph.D. (descriptive/secondary)
The Florida State University, 1979

THE TREATMENT OF POPULATION CONCEPTS IN SOCIAL STUDIES AND BIOLOGY SECONDARY SCHOOL TEXTBOOKS IN FLORIDA: A CONTENT ANALYSIS AND SURVEY OF TEACHERS

Textbooks
Population
Florida

The purpose of the study was to analyze the quantity and quality of population content in secondary (7-12) textbooks and to ascertain the extent to which such content was utilized by teachers.

Textbooks selected for analysis were those judged to be widely used and most likely to contain population content. Selected were American history, biology, general social studies, geography, and world history textbooks used in Florida. A checklist of categories was developed for content analysis of the textbooks. A questionnaire was mailed to a sample of Florida teachers in the subject areas represented by the textbooks.

Results of the content analysis showed that population content was included to some extent in all textbooks analyzed, but generally was not presented systematically. Key demographic concepts were rarely used and demographic data were sparse. Results of the survey showed that a majority of teachers did not use all of the population material in the textbooks. 178 pp.

Order no. 80007525

Citizenship, Law-Related, and Political Education

28. Gordon, William Brockford, Ed.D. (descriptive/secondary)
Temple University, 1978

ASSESSMENT OF AN URBAN SCHOOL DISTRICT FILM LIBRARY IN RELATION TO THE NEEDS OF CIVIC ACTION ORIENTED TWELFTH GRADE SOCIAL STUDIES COURSES

Civic education
Urban problems
Inner-city
Career education

The study examined one way to use community opinion to develop a checklist of local priorities which can be used to evaluate film library holdings.

A list of typical inner-city problems was compiled and reviewed by experienced teachers. The list was the basis of a survey given to 2,107 inner-city youths and adults who were asked to choose priority

topics. Priorities were: gangs, too many people not working, criminals, decrepit buildings, problems of law and order, bad tax laws, garbage in the streets, neglected children, and no local organization.

Of 5,303 films in the library, 285 were found to be applicable to the prioritized topics. Almost none of the films showed practical strategies to deal with the problems, or role-modeling for teenage enterprise, leadership, or group organization. 133 pp.

Order no. 7812270

29. Gottlieb, Sheldon Lawrence, Ed.D. (developmental/secondary)
Boston University School of Education, 1979

ADMINISTRATIVE LAW: A FORGOTTEN AREA IN THE LAW EDUCATION MOVEMENT

Law-related education
Regulatory process
Administrative law

The major administrative law legal processes were discussed, including delegations of power, investigation, rule making, and adjudication. The enforcement process was detailed through indepth studies of the Federal Trade Commission, Interstate Commerce Commission, and Food and Drug Administration and instructional material on Administrative law for use in high school was developed. The materials emphasized inquiry teaching employing diverse methods, and provided opportunities for critical thinking and decision making. 111 pp.

Order no. 7924549

30. Ilams, Charlotte C., Ph.D. (historical/elementary)
University of Idaho, 1980

CIVIC ATTITUDES REFLECTED IN SELECTED BASAL READERS FOR GRADES ONE THROUGH SIX USED IN THE UNITED STATES FROM 1900-1970

Textbooks
Citizenship education
Curriculum materials

Civic attitudes communicated in basal readers over seventy years were described. While the turn of the century period emphasized patriotism, the period between the wars isolated children from adult social controversies. This emphasis was followed by readers presenting a world of happy endings through the 1950s.

Readers responded slowly for most of the century to political and economic forces except for wars and Lindberg's flight. A quick

response was witnessed in adjusting the readers to the integration changes made after 1965. 273 pp.

Order no. 8019791

31. Peters, Norma Jean, Ed.D. (historical/secondary)
Virginia Polytechnic Institute and State University, 1977

A STUDY OF PRESSURES AND INFLUENCES ON SOCIAL STUDIES CURRICULUM: THE VIRGINIA UNIT FOR TEACHING ABOUT COMMUNISM, 1959-1964

Curriculum change
Pressure groups
Communism

The study is an historical analysis of curriculum change in social studies, focusing specifically on teaching about communism in Virginia from 1959 to 1964. The study traces development and varying pressures which culminated in An Instructional Guide for Virginia and United States Government issued in 1964 as a state approved teaching outline including a seven-week unit about communism.

The study revealed that teachers and curriculum specialists had little to do with initiating curriculum change. Decision makers responded to pressures from sources outside of education rather than to student needs. 207 pp.

Order no. 7722085

Economics Education

32. Mateff, Eugene, Ed.D. (experimental/secondary)
Lehigh University, 1982

THE EFFECTIVENESS OF "TRADE-OFFS" TO TEACH ECONOMIC CONCEPTS TO SEVENTH GRADE STUDENTS

Teaching methods
Economics education

This study examined the effectiveness of the television series, "Trade-offs," to teach seventh graders and their teachers economic concepts.

Three groups of students were pretested and posttested using the Basic Economics Test. Experimental group 1 viewed "Trade-offs" and had inservice training. Experimental group 2 viewed "Trade-offs," but the teachers had no inservice training, and a third group receiving no treatment served as the control group.

Findings showed experimental group 1 scoring significantly higher than experimental group 2 which in turn scored higher than the control group. 96 pp.

Order no. DA 8218692

Geography and Global Studies

33. Cross, Kendall Carlton, Jr., Ed.D. (analytical/secondary)
Memphis State University, 1981

THE STATUS OF FUTURE ORIENTATION IN SELECTED SECONDARY GEOGRAPHY TEXTBOOKS. (VOLUMES I AND II)

Geography
Global studies
Future orientation

Analysis of three textbooks--World Geography Today, Our World and Its People, and Geography and World Affairs--was carried out with an instrument developed by the researcher as a "standard for future orientation in geography materials."

In the textbooks, 571 of 7,194 items examined, or 7.94%, were identified as having future orientation. Future orientation was most often concerned with past-to-future national developmental progress. The dominant activity with future orientation was reading and comprehension in relation to cartographic concepts. Future-oriented items were usually presented using the area studies approach. 514 pp.

Order no. 8127483

34. Dawoud, Tahia Abdel-Hameed, Ph.D. (descriptive/secondary)
University of Pittsburgh, 1982

HOW EGYPT AND THE UNITED STATES PORTRAY EACH OTHER: CHANGES IN WORLD HISTORY TEXTBOOKS, 1960-1980

Textbooks
Egypt

The content of selected Egyptian and American tenth grade world history textbooks was analyzed. The study focused on: How do Egypt and the United States portray each other? How has this changed over time? Does evidence of bias exist?.

Both quantitative and qualitative content analysis were employed to examine the topics and subtopics. The sentence in context, either statement or question, was used as the unit of analysis.

Results of the content analysis showed that regarding U.S. textbooks: there were misleading, inaccurate, and negative value judgments along with some accurate statements, and bias was present in graphics, especially photos. Egyptian textbooks: (1) did not include U.S. geography, economics, culture, or modern history; (2) fragmented presentation such that tenth grade texts present U.S. history only until 1800, and (3) changed little from 1965-1980. 113 pp.

Order no. DA8303609

35. Kasambira, Tafadzwa Silas, Jr., Ph.D. (analytical/secondary)
Kent State University, 1980

AN ANALYSIS OF THE TREATMENT OF AFRICA AND AFRICANS IN AMERICAN SECONDARY SCHOOL GEOGRAPHY TEXTBOOKS

Geography
Africa
Stereotyping
Textbooks

The treatment of Africans and Africa in 24 secondary geography school textbooks published between 1945 and 1980 was analyzed. Three basic criteria were addressed: (1) the allocation of space in the total textbook, (2) favorableness, unfavorableness, and neutrality of content, and (3) content accuracy.

Conclusions were that treatment of Africa and Africans has become more and more comprehensive and balanced over time, but some factual and conceptual inaccuracies still persist. Also, subject treatment is becoming more interdisciplinary by interweaving other subject content into geography. 401 pp.

Order no. 8100728

36. Pinnie, Lawrence James, Ed.D. (analytical/secondary)
Rutgers University, The State University of New Jersey, 1980

A COMPARATIVE ANALYSIS OF POLITICAL TRENDS OF THE FRANCO ERA AND THEIR IMPACT ON SELECTED AREAS OF LIFE WAYS: IMPLICATIONS FOR WRITTEN PRESENTATION IN HIGH SCHOOL CULTURAL TEXTS

Language study
Spanish language
Cross-cultural studies
History

This study identified, described, and compared specific aspects of Spanish culture between the years 1960-1975 to provide a more comprehensive and accurate portrayal of contemporary Spanish life. Four spheres of Spanish society were analyzed--tourism and the

national economy, regional diversities, church relationship, and educational structure. In addition, data yielding profiles of life ways in Spain were applied to culture components of Spanish language instruction.

The purpose was to help clarify matters of international understanding and cross-cultural interaction. Materials were intended for use by Spanish language teachers whose texts have not provided an inclusive description of social patterns and culture in Spain. 398 pp.

Order no. 8023618

37. Soley, Mary Ellen, Ph.D. (experimental/elementary)
Indiana University, 1982

THE EFFECTS OF A GLOBAL STUDIES CURRICULUM ON THE PERSPECTIVE CONSCIOUSNESS DEVELOPMENT OF MIDDLE SCHOOL STUDENTS

Perspective consciousness
Ethnocentrism
Global studies

The purpose of this study was to determine changes in middle school students' perspective consciousness as a result of using a global studies curriculum for one semester. The construct of perspective consciousness was defined as the ability to recognize and understand one's own perspectives in a global context.

A pretest and posttest comparison design was used. A researcher-developed instrument was utilized. The sample of experimental students was 1,583 and the sample of comparison subjects was 1,252.

Findings showed no significant differences between experimental and comparison subjects on the entire perspective consciousness instrument or the ethnocentrism subscale. Significant differences were found on the subscales of perspective-taking and perspective-preference understanding. Findings indicated that studying more chapters of the materials had the intended effect of increasing students' perspective-taking abilities and decreasing students' levels of ethnocentrism. 272 pp.

Order no. 8301126

38. Takahashi, Yasutada, Ph.D. (descriptive/secondary)
Miami University, 1979

STUDENTS' EXPRESSED INTERESTS IN THE STUDY OF JAPAN AS RELATED TO WORLD HISTORY AND GEOGRAPHY TEXTBOOKS

Global education
Student attitudes
Japan

Two questionnaire surveys were utilized to examine patterns of expressed interest in the study of Japan of ninth and eleventh grade Ohio students.

Four world history and five geography textbooks were selected by survey. Main topics about Japan in each of two subjects were identified by content analyses. Then, an instrument was constructed to obtain data on the interests of students enrolled in 13 randomly selected 4 year Ohio high schools (N=753).

Findings were that: (1) the majority did not express prior interest in Japan as a country to visit nor as a country to study, (2) the students' expressed interests in 42 topics about Japan were diverse, (3) expressed interest on 18 topics was considerably influenced by students' backgrounds and academic experience. 249 pp.

Order no. 7920294

39. Willson, Thomas Edward, D.Ed. (analytical/elementary)
The Pennsylvania State University, 1980

A CONTENT ANALYSIS OF ENVIRONMENTAL PROBLEMS IN BASAL READING TEXTBOOKS

Textbooks
Curriculum materials
Environment

The study assessed the content of selected elementary basal reading textbooks for portrayal of environmental problems.

Six basal reading textbook series were selected and analyzed using the investigator-developed Environmental Analysis Recording Form. Nine topical environmental problem categories and one general category were developed on the basis of annual national environmental quality reports and a preliminary analysis of basal readers. In analyzing the data, percentages were calculated to determine the extent of environmental problem content for types of environmental problems, grade levels, textbook series, and each of 11 characteristics.

Results showed that 1.9 percent of the total pages analyzed in 64 basal readers contained environmental problem content. The major proportion was concerned with wildlife and human settlement, while the smallest proportion dealt with problems of energy and toxic substances. In terms of characteristics selected to describe the environmental problem content, it was found that the problem literature was more fiction than non-fiction, focused more frequently on information about environmental problems rather than problem solving or environmental action, depicted problems in an urban or rural geographic setting with minimal attention to the suburban/town setting, and presented problems in a local setting more often than in a regional, national, or international context. 224 pp.

Order no. 8107652

United States and World History

40. Baloch, Qamar Wahid, Ph.D. (analytical/secondary)
University of Pittsburgh, 1981

AN ANALYSIS OF THE PORTRAYAL OF AMERICAN INDIANS IN UNITED STATES HISTORY TEXTBOOKS 1960-1980

American Indians
Stereotyping
Textbooks

The purpose was to identify changes in the depiction of American Indians in selected history texts published and used during the 1960-1980 period in schools of Pittsburgh and Allegheny County, Pennsylvania. Ten texts published during 1960-1969, and 13 texts published after 1969, were examined. Criteria guidelines developed by the National Education Association and the theme categories established by the Illinois State Board of Education were used to develop an instrument for coding the content.

Findings were that newer texts were more factual, reliable, and balanced in the portrayal of American Indians. Persisting flaws were the disjointed and incomplete treatment of the Indians in the comprehensive study of American history and the approach employed by some writers in describing battles, wars, and other conflicts between the Indians and the whites in a geo-political rather than a geo-cultural dimension. 81 pp.

Order no. DA8210615

41. Barnes, William Hardin, D.A. (developmental/secondary)
Carnegie-Mellon University, 1982

THE COMPUTER AND SOCIETY: THE IMPLICATIONS FOR HUMANKIND. A SUPPLEMENTAL CURRICULUM FOR STUDENTS IN EIGHTH-GRADE JUNIOR HIGH/MIDDLE SCHOOL AMERICAN HISTORY COURSES

Curriculum materials
American history
Computers
Technology

This study developed a supplemental curriculum to enable students to learn about the development and significance of technological innovation including the computer revolution in American history courses. The four parts of the materials were: the rationale, including pedagogical considerations; the historical and bibliographic essay; the curriculum evaluation with appendices; and the lesson plans.

The developed curriculum was an effort to promote awareness and a sense of perspective about the computer revolution, its origins and

present role in society, and its implications for the future. Since technology exerts a powerful influence on the world, the author considered it important to foster reasoned debate through curriculum innovation. It was reported that the evaluation indicated that the curriculum material had an effect on the students. 369 pp.

Order no. DA8305199

42. Bouldin, Chapman Whitfield, Ph.D. (descriptive/secondary)
University of Pittsburgh, 1980

AN ANALYSIS OF HOW BLACK AMERICANS ARE DEPICTED IN ELEVENTH GRADE UNITED STATES HISTORY TEXTBOOKS USED IN SECONDARY PUBLIC SCHOOLS FROM 1930-1979

Blacks
Textbooks

Four U.S. history textbooks in the Pittsburgh public schools from 1930-1979 were examined. Books were copyrighted in 1929, 1950, 1959, and 1968.

Adequacy of the treatment each book accorded blacks was determined by a 182-item "Criteria Checklist" content analysis developed by the researcher.

Collected data showed all four textbooks were inadequate in their treatment of black Americans. The problems were inaccuracy, omission, and distortion. Pictorial elements were either omitted or presented negative aspects. Although there was considerable improvement noted in the 1968 text, it still was far from satisfactory. The researcher-designed content analysis instrument was offered as a suitable guide or standard to publishers, authors or others concerned about remedying the inadequacy of treatment of Blacks in American history. 149 pp.

Order no. 8018290

43. Carroll, George Haworth, Ph.D. (developmental/secondary)
The Ohio State University, 1978

A NEW IMAGE FOR THE AMERICAN INDIAN: AN ETHNO-HISTORICAL APPROACH TO CURRICULUM DEVELOPMENT IN THE SOCIAL STUDIES

Curriculum materials
Anthropology
American Indians
Ethno-history

Captivity narratives presenting ethno-historical learnings on American Indians for use in secondary social studies curricula were

developed. The rationale was to provide an overview of associated cultural theory and specific cultural area research. Learnings focused on Indian culture in the Upper Ohio Valley from 1755 to 1795.

Reading captivity accounts in conjunction with ethno-historical analysis was aimed at helping students and teachers develop a critical understanding of American-related historical events and the various popular judgments offered. This type of interpretive analysis seeks to teach students the use of primary historical sources. 212 pp.

Order no. 7902085

44. Clemmer, Janice White, Ph.D. (descriptive/general)
The University of Utah, 1979

A PORTRAYAL OF THE AMERICAN INDIAN IN UTAH STATE APPROVED UNITED STATES HISTORY TEXTBOOKS

American Indians
Textbooks
Utah

Studied was the extent to which each of 19 U.S. history textbooks approved by the Utah State Board of Education, 1950-1977, included, omitted, or distorted the history of American Indians and their roles and cultures in United States history.

Content analysis focused on: (1) the historians' evaluative statements about American Indians, (2) quotations by American Indians, (3) quotations about American Indians, (4) words descriptive of American Indians, and (5) pictures relating to American Indians.

Results showed an ever-present picture of Indians as fierce warriors and a constant enemy to be dealt with harshly. There were attempts to minimize stereotyping in textbooks published in the 1970s. There was no consistency of treatment or omission among textbook authors. A trend of the late 1960s and the 1970s indicated fairer but brief treatment of Indians in textbooks. 103 pp.

Order no. 7924346

45. Dekay, Della Lena, Ed.D. (analytical/secondary)
Columbia University Teachers College, 1979

FROM MELTING POT TO CULTURAL PLURALISM: AN EXAMINATION OF THE "NEW" IMMIGRANTS AS TREATED IN SECONDARY AMERICAN HISTORY TEXTBOOKS, 1950-1978

Ethnic
Textbooks
Stereotyping
Prejudice
Discrimination

This study investigates the validity of cultural pluralist criticisms of the "melting pot" concept of nationhood as presented in American history textbooks, specifically: (1) promoting prejudice against members of minority groups, (2) ignoring the contributions which minority group citizens have made to American society, (3) de-emphasizing the social and economic oppression suffered by many ethnic groups, and (4) ignoring the persistence of ethnicity in American society. Further investigated were the cultural pluralists' efforts to reform these textbooks.

Chapter 1 examined the cultural pluralists' philosophy of education, chapter 2 provided an analysis of the "melting pot" concept of American nationhood in texts published between 1950 and 1966, and chapter 3 examined nationhood in textbooks published between 1967 and 1978.

The research did not substantiate the charges of the cultural pluralists. Examination of two textbook groups showed that, although employing differing interpretations of American nationhood, they offered remarkably similar sets of supportive data. The major distinction between advocates of the two theories did not emerge from their selection of historical data but from differing interpretations of the data. 330 pp.

Order no. 7923580

46. Eichner, Margaret Silverman, Ph.D. (analytical/secondary)
The University of Michigan, 1980

AN ANALYSIS OF THE TREATMENT OF THE HOLOCAUST IN SELECTED HIGH SCHOOL WORLD HISTORY TEXTBOOKS, 1962-1977

Textbooks
Holocaust
Germany
Nazi policies

The research was guided by three questions: (1) Is the Holocaust mentioned in the texts considered? (2) If mentioned, how accurate is the information? (3) What is the quality of the information?

A topical checklist was developed, analyzed by a jury of experts, pretested, and used in the content analysis.

Findings indicated that the history of anti-semitism was scattered and inadequate in the books; readers were not informed that the killing of Jews was a methodically planned process; and some high school world history books do not mention the Holocaust. 208 pp.

Order no. 8017251

47. Fedyck, Micheline, Ph.D. (analytical/secondary)
Columbia University, 1980

CONCEPTIONS OF CITIZENSHIP AND NATIONALITY IN HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS, 1913-1977

Textbooks
Civic education

The study extracted and clarified conceptions of American citizenship and nationality from widely used American high school history textbooks during the period 1913-1977. Legal, scholarly, and educational applications of citizenship and nationality were defined.

The narrative investigation drew upon both direct and indirect evidence. Format, style, words, phrases, relative amount of space, student questions and activities, illustrations, and captions all supplied explicit clues to textbook treatment of American citizenship and nationality. Comparisons, analogies, metaphors, inferences, allusions, and omissions provided implicit clues.

The analysis led to the following conclusions about textbook treatment of citizenship and nationality: (1) it remained relatively stable from 1913-1977; (2) both concepts were closely related and often difficult to distinguish; (3) the primary commentary thrust created an ideal representation of the "good" citizen and the "typical" American; (4) writers tried to nurture a genuine pride in citizenship; (5) recent texts disclosed an increasing lack of consensus over the nature of American nationality. 427 pp.

Order no. 8016945

48. Fetsko, William Joseph, Ed.D. (descriptive/general)
University of Colorado at Boulder, 1978

AN ANALYSIS OF SELECTED AMERICAN HISTORY AND WORLD HISTORY TEXTBOOKS AND THEIR SUPPLEMENTAL MATERIALS TO DETERMINE THE IMPACT OF THE "NEW SOCIAL STUDIES" ON PUBLISHERS' MATERIALS

Textbooks
American history
World history
New social studies

The extent to which the "new social studies" reforms of the 1960s were reflected in American and world history textbooks was examined.

An analysis instrument based on characteristics identified with the "new social studies" was developed. It was applied to American and world history textbooks from 1955 to 1961 and those from 1970 to 1977 by recording a "yes" or "no" response to each item.

Results show that textbooks of the 1970s reflect many more characteristics of the "new social studies" than those published in the 1950s. A greater degree of change was found in American history texts compared to the world history books. 382 pp.

Order no. 7903040

49. Garcia, Jesus, Ed.D. (analytical/general)
University of California, Berkeley, 1977

IMAGES OF NAMED WHITE AND NON-WHITE ETHNIC GROUPS AS PRESENTED IN SELECTED EIGHTH GRADE UNITED STATES HISTORY TEXTBOOKS

Minorities
Ethnic groups
Immigrants
Textbooks

The aim of the study was to analyze how writers depicted ethnic groups at specific periods of American history. The study examined the images of Blacks, Chicanos, Native Americans, French, Spanish, Irish, and Jewish Americans and the categories White Americans and immigrants.

Content analysis was used on five textbooks adopted between 1956 and 1976. Instruments employed were a series of questions derived from the Blauner article "Colonized and Immigrant Minorities," and a version of the National Education Association's Checklist for Selecting and Evaluating Textbooks, and Pratt's Evaluation Coefficient Analysis. A total of 12,880 statements were extracted and scored.

Findings showed an increase of ethnic content since 1956 with textbook writers describing ethnic groups in greater detail and attempting to address questions which provided information crucial to understanding the groups. 239 pp.

Order no. 7731245

50. Hilgendorf, Mark Stephen, Ph.D. (analytical/secondary)
Duke University, 1982

REVISIONIST INTERPRETATIONS OF SLAVERY IN SENIOR HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS

Slavery
Racism
Textbooks
Curriculum materials

This study analyzed the treatment of blacks in American history secondary school textbooks, developed an historiographical model for evaluating various interpretations of slavery, and encouraged a sensitive, enlightened understanding of the black experience in American history.

Conclusions were: (1) political and military history dominated secondary textbooks from 1900 to 1950 and only with a subsequent emergence of social and cultural history did the black experience receive attention, (2) a ten- to twenty-year lag existed between historical scholarship and the publishing of findings in textbooks, and (3) textbook authors who outlined the historiographical debates on the nature of slavery generally wrote more detailed, expanded accounts of plantation life, and made fewer sweeping generalizations about the attitudes of masters, overseers, slaves, or the institution of slavery. 164 pp.

Order no. DA8301523

51. Hill, Charles Lawrence, D.A. (developmental/secondary)
Carnegie-Mellon University, 1981

THE FAMILY IN HISTORY: A CURRICULUM UNIT FOR HIGH SCHOOL STUDENTS

Social history
The family in history

The researcher developed and field tested a twenty-lesson curriculum unit called "The Family in History, the Carnegie-Mellon University Project on Social History." A teacher's guide and supporting educational and historiographic material were also developed. The

material examines broad patterns of change and continuity in American and Western European family life over the past three centuries.

Results of the formative evaluation indicated that the course teaches family history effectively, that students and teachers enjoy the course, and that secondary school teachers can teach the course with little prior experience in the field of social history. 341 pp.

Order no. DAS127352

52. Hilson, Jeff Faulkner, III, Ph.D. (analytical/secondary)
The Ohio State University, 1980

THE REFLECTIVE USE OF NOVELS TO FOCUS ON CONTROVERSIAL ISSUES IN AMERICAN HISTORY

American history
Novels
Supplementary material

The study considered and recommended ways to use novels as supplements to high school American history textbooks. Identified were controversial issues in American history and these were matched with a representative sampling of quality novels which would illuminate the issues. Lists of novels organized by themes and issues were included. 198 pp.

Order no. 8022290

53. Hinton, Rodney Scott, Ed.D. (experimental/secondary)
Auburn University, 1979

A STUDY OF THE EFFECTS OF UTILIZING LOCAL HISTORY ON RETENTION OF HISTORICAL INFORMATION, CRITICAL THINKING SKILLS, AND ATTITUDES IN TEACHING UNITED STATES HISTORY

Local history
Curriculum organization

This study examined the effects of utilizing local history integrated into the United States history course when compared to a strictly national approach.

An experimental group was taught an integrated local/U.S. history course, while the control group studied national history only. The 4-week teaching unit covered the period from 1920-1940. All students were pre- and posttested with The Cooperative Topical Test in American History (#7) (for student historical retention ability); the Watson-Glaser Critical Thinking Appraisal (to measure critical thinking); and the Student Attitude Toward a Class Survey.

Findings indicated that integrating local history had no effect on information retention, critical thinking skills, or attitudes. 89 pp.

Order no. 8010670

54. Jackson, Florence Amelia, Ed.D. (descriptive/elementary)
Fordham University, 1979

EFFECTS OF AMERICAN HISTORY INCLUDING BLACK STUDIES ON SELF-CONCEPT, ATTITUDE AND ATTENDANCE OF LOW-INCOME BLACK CHILDREN

Black history
Curriculum materials
American history

The study sought to determine whether the use of an American history curriculum including Black history and culture had an effect on the self-concept, attitude toward social studies, and attendance of fourth-grade low-income Black children of both American and Caribbean-born parents.

Subjects were 283 low-income Black children in Title I classes. Instruments used were: The Piers-Harris Children's Self Concept Scale, Attitude Toward Social Studies questionnaire, Daily Attendance Record Books, and Cumulative Cards.

The following conclusions were reached: (1) the self-concept of Black children of American-born parents was enhanced, (2) the attitude toward social studies of both groups was more favorable, (3) there was no impact on the self-concept of children of Caribbean-born parents, and (4) both groups showed improved attendance. 113 pp.

Order no. 7920674

55. Julian, Nancy Baldridge, Ed.D. (analytical/secondary)
New Mexico State University, 1979

AN ANALYSIS OF TREATMENT OF WOMEN IN SELECTED JUNIOR AND SENIOR HIGH SCHOOL UNITED STATES HISTORY TEXTBOOKS

Women's studies
Sex-role stereotyping

Ten widely used United States history textbooks were examined for treatment of women in general, portrayal of outstanding women, and inclusion of major topics concerning women.

A researcher-designed coding system was used to assess both quality and quantity of the textbook material. A list of 26 individual

women and 20 topics were selected for coding, and in each textbook two pictures were also coded. Following validation by a jury and a reliability test, the analysis was performed.

Among the findings were: (1) when a passage focused directly on an individual woman or topic, treatment was usually objective and balanced, (2) passages focusing on other issues either omitted contributions of women or presented misleading information, (3) standard English terms such as men and he failed to acknowledge the existence of women, (4) in some instances, texts quoted or paraphrased sex role stereotyping of the past without identifying it as such or showing the women's side of the issue, and (5) in some passages women were not presented as full-fledged adults. 244 pp.

Order no. 7918225

56. Ketcham, Allen Francis, Ph.D. (analytical/secondary)
The University of Arizona, 1982

WORLD WAR II EVENTS AS REPRESENTED IN SECONDARY SCHOOL TEXTBOOKS OF FORMER ALLIED AND AXIS NATIONS

World history
Textbooks

The researcher's objectives were to analyze how former World War II combatants now present the "facts" of that struggle to their population in history books and to create comparative education research methodologies compatible with the microcomputer.

Eight secondary school history textbooks from the United States, England, Italy, West Germany, the Soviet Union, Poland, Hungary, and East Germany were selected. The 92,707 words of the textbooks were submitted to six analytic techniques to assess the nature of the information within. All six techniques were structured as ad interim algorithms imposed onto a generic "electronic calculating sheet" software program for microcomputers.

Findings showed: (1) specific affiliation during WW II was not significant in textbook "fact" presentation, (2) the present affiliation (NATO/Warsaw Pact) was significant, (3) communist texts are very political but western texts are generally less rigorous academically, and (4) all texts tend toward ethnocentricity by selecting and avoiding "facts" and ignoring some of their negative behaviors in the struggle. 204 pp.

Order no. DA8309035

57 Kovalcik, Alfred L., Ed.D. (experimental/elementary)
University of Northern Colorado, 1979

THE EFFECT OF USING CHILDREN'S LITERATURE TO CHANGE FIFTH GRADE STUDENTS' ATTITUDES TOWARD SOCIAL STUDIES AS AN AREA OF INSTRUCTION

Curriculum materials
Teaching method
Student attitudes
Collateral reading materials
American history

This study examined whether the use of collateral reading material to supplement textbooks would enhance students' attitudes toward social studies subjects and increase student knowledge.

Experimental and control classes were drawn from six self-contained fifth grade classes taught in a traditional manner. Experimental group teachers added selected collateral readings to their instruction with the social studies textbook. The focus of study was the American Revolutionary period. A Survey of School Attitudes and an Inventory of Fifth-Grade Student Knowledge of American Revolutionary War Information and Events were the two instruments used.

The test results showed no significant difference in attitude change between experimental or control group, but a statistically significant gain of information for the control group. 126 pp.

Order no. 7925781

58. Mah, Sara Boggs, Ph.D. (analytical/general)
Stanford University, 1980

THINKING/LEARNING PROCESSES REQUIRED TO ANSWER INSERTED QUESTIONS IN AMERICAN HISTORY PRINTED TEXT MATERIALS

Textbooks

This study was a two-part content analysis of inserted questions in American history printed text materials.

Part 1 was the structured portion, which analyzes the thinking/learning activities required to answer inserted questions through using the Specific Thinking/Learning Process Analysis and Categorization scheme. Data showed there were three times as many "high order" questions as there were "low order" questions. However, careful attention to the definition of these terms was urged.

Part 2 was a qualitative analysis of the inserted questions to discover those characteristics which fall outside of the domain of the Specific Thinking/Learning Processes Analysis and Categorization Scheme. Results were presented in chapters 4 and 5 of the study. 198 pp.

Order no. 8103535

59. Martin, Merlin Cruz, Ed.D. (analytical/secondary)
University of South Dakota, 1977

A STUDY OF FIVE RECENT HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS

Textbooks
Evaluation criteria

The purpose of the study was to develop an instrument for evaluating textbooks and apply it to five recent American history textbooks. An analysis and evaluation was made of: (1) author orientation and authority, (2) general nature of subject matter as it pertains to American history, (3) organization and methodology used in subject matter presentation, (4) use of instructional aids, and (5) mechanical features of textbooks.

Weighted numerical values were assigned to items on a rating scale. A panel of experts utilized the rating scale to evaluate the books for each criterion.

Conclusions reached were that a reliable evaluation instrument can be developed to evaluate the validity of American history textbooks. The books reviewed were rated fair to excellent on the five criteria. 123 pp.

Order no. 7904946

60. Morganett, Larry Lee, Ed.D. (experimental/college)
Indiana University, 1980

THE EFFECTS OF TESTING AND LEVEL OF KNOWLEDGE OF AN ADVANCE ORGANIZER ON LEARNING AND RETENTION OF SOCIAL STUDIES CONTENT

Curriculum materials
Advance organizers
American history
Learning and retention

This study explored whether completing a test on an advance organizer facilitates learning and retention and whether level of knowledge of an advance organizer affects learning and retention.

Subjects were undergraduate education students in a liberal arts college. The content of the learning passage and of the advance organizer was a North American Indian folktale. The two passages contained 2,059 and 336 words, respectively. Six procedures were tested in two experiments, utilizing either an historical introduction or the advance organizer.

Results showed neither testing on the advance organizer nor the level of knowledge of the advance organizer had a significan effect on learning and retention. The conclusion drawn was that either

the advance organizer was ineffective, given the type of content and/or subjects used, or subjects failed to use their knowledge of the advance organizer to facilitate learning and retention. 114 pp.

Order no. 8022714

61. Pahl, Ronald Hans, Ph.D. (descriptive/general)
Indiana University, 1978

THE INFLUENCE OF SOCIAL ENVIRONMENTAL VARIABLES ON THE ADOPTION OF INNOVATIVE SOCIAL STUDIES TEXTBOOKS IN INDIANA SCHOOL CORPORATIONS

Textbook adoption

The relationship between social environmental variables and the innovativeness of U.S. history textbooks adopted by 217 school corporations in Indiana was examined. Social environmental variables measured were wealth, education, occupation, ethnic heterogeneity, urbanness, and professional social studies network involvement.

Social environmental variables accounted for between 7.7 percent and 22.4 percent of the variance in understanding innovative textbook adoption. In member schools of the North Central Association of Colleges and Schools, social environmental variables accounted for 21.8 percent to 26.3 percent of understanding of use of innovative practice. Size of the student body and urbanness were found to be the two strongest predictors. Membership in the National Council for the Social Studies and other professional social studies networks were also found to be positive predictors of innovative behavior. 302 pp.

Order no. 7821743

62. Pusey, Stephen Mark, Ph.D. (descriptive/secondary)
The Ohio State University, 1981

THE URBAN REINTERPRETATION OF AMERICAN HISTORY: A CONTENT ANALYSIS OF SENIOR HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS

Urban history
Textbooks

The extent to which urban history is covered in ten recently published and widely adopted senior high school American history textbooks was studied. Evaluation criteria were developed from review of eight urban history surveys published since 1963. Categories of analysis were: organizational presentation, urbanization process, urban leadership, and urban problems.

Problems of omission and lack of continuity were discovered. Lack of comprehensive treatment was not necessarily attributed to lack of understanding in urban history by writers but to lack of space for the subject in textbooks.

To remedy the absence of urban history material in the texts, the writer suggested several instructional activities which allow teachers to use existing texts to actively involve students in examining basic theories of urban history. 293 pp.

Order no. DA8207246

63. Saltonstall, Caroline Stevenson, Ed.D. (descriptive/secondary)
Harvard University, 1978

EXPLANATIONS OF POVERTY: A CRITICAL REVIEW OF SECONDARY LEVEL SOCIAL STUDIES TEXTBOOKS IN THE UNITED STATES

World history
Economics
Anthropology
Textbooks

The content of secondary level textbooks in U.S. history, world history, economics, and anthropology were analyzed with the purpose of identifying the predominant conceptual and factual information that students are expected to learn in the study about world poverty. The theoretical framework was derived from a broad review of capitalist and socialist theories explaining and responding to poverty.

The sample of 186 textbooks was drawn from two major textbook lists from Boston and a national survey. Findings were presented as profiles of U.S. history, world history, economics, or anthropology textbooks.

U.S. history texts were found to be most chauvinistic in their explanation of poverty, failing to recognize the relationship between poverty and the international economic order. World history presented more balanced discussions but avoided controversial viewpoints. Generally, the function and implications of the predominant explanations of poverty were seen to strengthen the Western capitalist ideology. 358 pp.

Order no. 7823686

64. Smith, Allen, Ed.D. (analytical/secondary)
New York University, 1978

A COMPARATIVE STUDY OF HISTORICAL VIEWPOINTS BETWEEN JUNIOR HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS WRITTEN AT OR ABOVE THE SEVENTH GRADE READING LEVEL AND JUNIOR HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS WRITTEN BELOW THE SEVENTH GRADE READING LEVEL

Textbooks
American history
Readability

This study compared junior high school American history textbooks written at or above the seventh grade reading level with junior high American history textbooks written below the seventh grade reading level to assess differences or similarities in historical viewpoints regarding causes of the Civil War and the Great Depression. The researcher was seeking to determine whether authors of lower reading level textbooks were able to implement Bruner's view that any subject can be taught in some intellectually honest form to children at any stage of development.

The Dale-Chall readability formula was applied to 25 junior high school American history textbooks from the New York City Approved Textbook List, 1975. Books were divided into two groups: (1) below the seventh grade reading level and (2) at or above the seventh grade level. A researcher-developed instrument was used to evaluate the seven textbooks in each group.

Results showed that higher reading level textbooks did analyze the causes of the Civil War to a greater degree, but, with respect to the Great Depression, lower level books better analyzed the topic. The study gave some support for Bruner's hypothesis. At least one textbook in the lower reading level group presented as detailed and complete an historical picture of factors leading to the Civil War as did the higher reading level books. 524 pp.

Order no. 7911278

65. Taxel, Joel Arthur, Ph.D. (analytical/general)
The University of Wisconsin-Madison, 1980

THE DEPICTION OF THE AMERICAN REVOLUTION IN CHILDREN'S FICTION: A STUDY IN THE SOCIOLOGY OF SCHOOL KNOWLEDGE

United States history
Curriculum materials
Novels

The study analyzed the meanings and ideologies contained in the form and content of 32 recommended children's Revolutionary War novels, published between 1899 and 1976.

From the content analysis it was reported that most books legitimize a view of the Revolution which ignores the complex debate among professional historians about the nature and causes of the Revolution. The fictionalized conception is consistent with one propounded by the "Whig" historians who envisioned the Revolution as a divinely inspired struggle for independence from Britain and the defense of political rights. The exception was Edwards' When the World's on Fire. While there were significant changes in the tone and emphasis in several contemporary novels, the interpretation remained fairly consistent across the sample. Those changes which were documented were shown to be related to changes in the historical, political milieu in which the authors worked.

One conclusion was that novel form and content inform and interpenetrate each other, with changes in content necessitating changes in form. Changes in form were traced to society's evolving productive institutions and were said to legitimize a world view suited to the requirements of those institutions contributing to cultural reproduction. 371 pp.

Order no. 8020586

66. Thomas, Paul Andrew, Ed.D. (descriptive/general)
Temple University, 1978

THE BIBLE AS A SPECIAL CASE OF SOCIAL STUDIES: IMPLICATIONS FOR PROGRAM DEVELOPMENT

Bible

Assuming that the Bible is a special case of social studies, implications for program development were determined. Specifically addressed was the concept of communities in pilgrimage from a cross-disciplinary historical perspective grounded in the social sciences.

The researcher asserted that collaboration of biblical scholars, social scientists, and social studies scholars must be obtained to identify sufficient organizing concepts and facilitate program development. 105 pp.

Order no. 7817413

67. Valeriani, Joseph Vincent, Ed.D. (historical/secondary)
Boston University School of Education, 1979

THE HISTORY OF MEDFORD: A STUDY OF LOCAL HISTORY

Curriculum materials
Visual record
Local history
City of Medford

Newspaper
Urban development
Sam Bass Warner, Jr.

A visual record of the history of the City of Medford was created for the local school curriculum. The material, based on local newspaper articles from 1857-1920 plus other historical documents, presented the thesis that the streetcar served to make suburbs self-supporting.

The developed curriculum was field-tested for two years in the local schools and was found to be too sophisticated for the seventh and eighth grades but applicable for senior high school students. This model curriculum of local history could easily be duplicated by other school systems interested in creating a local history course. 157 pp.

Order no. 7923905

Behavioral Sciences, Ethnic, Multicultural, and Women's Studies

68. Branch, Joyce Bowser, Ed.D. (developmental/general)
Rutgers University, The State University of New Jersey, 1980

THE DEVELOPMENT OF AN INSTRUMENT THAT WILL MEASURE BIAS IN SOCIAL STUDIES TEXTBOOKS IN GRADES THREE, FIVE, EIGHT, AND ELEVEN

Textbooks
Black studies
Bias
Evaluation instruments

An instrument was developed to help teachers and administrators evaluate textbooks for their portrayal of Blacks in social studies textbooks for grades three, five, eight, and eleven.

A panel of 10 teacher educators were participants in the revision and finalization of a rating scale developed by the investigator. Fourteen public school teachers were added to the panel and trained to use the instrument for rating the texts.

Findings confirmed the usefulness of the instrument: (1) there were no significant differences among the 14 raters on any Portrayal of Blacks in Literature Scale, (2) reliability of the ratings was high, (3) the rating scale can be used with high degree of confidence, (4) the instrument was deemed suitable to rate new texts, and (5) other criteria than the Portrayal of Blacks must be used to determine the suitability of texts. 133 pp.

Order no. 8023584

69. Caples, Minerva Lopez, Ed.D. (analytical/elementary)
Texas A and I University, 1979

A CONTENT ANALYSIS OF THE MEXICAN AMERICANS IN THE BASAL READERS, GRADES 1-6, ADOPTED BY THE STATE OF TEXAS

Textbooks
Ethnic studies
Curriculum materials

The study examined (1) the occurrence of identifiable stereotypes of Mexican-American characters in the basal readers, (2) the emphasis of either similarities or differences between Mexican-American characters and majority culture characters, (3) the treatment of ethnic uniqueness of Mexican-American characters, and (4) the inclusion or exclusion of Mexican-American characters in the basal reader texts and illustrations.

The content analysis instruments developed by Gast for use in his own study of contemporary children's fictional literature were employed in this study. The data pertaining to the findings of the study involved the following areas: social origins, physical descriptions, status position, personality traits, goals and values, pluminus position, stereotypes, and concepts of Mexican-American characters in basal readers. Readers analyzed were: Houghton-Mifflin Company; Harper and Row; Harcourt, Brace, Jovanovich; Lyons and Company; Scott, Foresman Company; Holt and Rinehart; the MacMillan Company; and Ginn and Company.

Conclusions drawn from data analysis were: (1) the basal readers did not contain a significant number of identifiable stereotypes of Mexican-American characters; (2) similarities between Mexican-American characters and majority culture characters were emphasized; (3) the basal readers did not portray the ethnic uniqueness of minority characters, and (4) Mexican-American characters were proportionately underrepresented. 146 pp.

Order no. 8110843

70. Harmon, Rosemary, Ph.D. (experimental/elementary)
University of Virginia, 1977

THE MEASUREMENT OF RACISM AND SEXISM THROUGH THE SELECT-A-FACE INVENTORY

Curriculum materials
Stereotyping
Sexism
Racism

The purpose of the study was to explore dimensions and dynamics of stereotyping. Relationships between sociocultural determinants of

attitudes, general attitudinal theory, stereotyping, and the developmental histories of attitudes toward race and sex roles were investigated in the literature review.

The Select-A-Face Inventory developed for this study was used with 337 first through fifth grade students in one elementary school in Virginia.

Findings were that the subjects used the same positive and negative evaluative adjectives to race-type and sex-type and did so in a consistent way. Since there was a strong relationship between racism and sexism, educators should consider both factors in future curriculum planning. 124 pp.

Order no. 7901138

71. Horta, Ana Maria, Ed.D. (experimental/secondary)
University of San Francisco, 1980

READING ACHIEVEMENT AMONG SELECTED ADOLESCENT LATINO/CHICANO STUDENTS AS A RESULT OF PARTICIPATING IN AN ETHNOCURRICULUM

Curriculum materials
Socialization

The researcher developed and tested a special culture-based curriculum to improve Latino/Chicano students' academic achievements. The curriculum was based on sequenced reading skills with linguistic and historical references recognizable by the students. The curriculum aimed to enhance students' self-concept and awareness and encourage pride in their cultural heritage.

Subjects were drawn from two Latino Mission District San Francisco middle schools. An experimental group of 179 students were taught with the culture-based ethno-curriculum, the control group of 175 students were taught with standard district instructional materials. Both groups were pre- and posttested with the Comprehensive Test of Basic Skills. The range of students' English proficiency was also examined.

Findings showed that treatment groups did significantly better on the posttest, indicating a positive treatment effect. After a two-year exposure to the researcher-developed curriculum, participants showed significant gains in both English and Spanish reading skills. More significant was that English reading skills surpassed gains in Spanish reading skills. 331 pp.

Order no. 8100512

72. Pickett, Andrew Morris, Jr., Ph.D. (historical/elementary)
University of Illinois at Urbana-Champaign, 1977

THE USE OF BLACK AMERICAN SLAVE FOLK SONGS IN THE SOCIAL STUDIES CURRICULUM

Interdisciplinary curriculum
Music

The assumption was made that a good elementary school social studies curriculum is eclectic and interdisciplinary, drawing its frame of reference from many disciplines, including music. A study of 27 antebellum slave folk songs was used to illustrate how folk song texts can be studied in the social studies curriculum.

A rationale was developed for using folk songs for curriculum enrichment by asserting that folk songs are among the many artifacts of culture which help illuminate our understanding concerning the nature of humankind. 202 pp.

Order no. 7726733

73. Puz, Susan Kullmann, D.A. (developmental/secondary)
Carnegie-Mellon University, 1981

WOMEN'S ROLE IN THE QUEST FOR JUSTICE IN AMERICAN HISTORY: A CIVIC EDUCATION CURRICULUM

Women's studies
Curriculum materials

Curriculum essential to recognizing the role of women in American history was developed in two areas: (1) historical issues focusing directly on women's experiences were examined to gain a more complete history of the American people, and (2) ways in which women affected or were influenced by historical trends and events were explored.

The rationale argued for more attention to women's history in the school curricula. The school's function in teaching sex roles was examined in developing the psychosocial rationale for curricular intervention. A bibliographic essay described the state of women's history scholarship, prevalent approaches to the study of women's role in history, and literature about teaching the subject. The dissertation's four core curriculum units--Women in Colonial America, Women on the American Frontier, Research on Individual American Women, and "ERA"--were prepared for the Carnegie-Mellon Civic Education Project. The project developed a comprehensive high school program applying the research of Kohlberg on cognitive moral development to citizenship education.

The study encouraged teachers to make women's role in history an integral component of the curriculum. 393 pp.

Order no. 8108304

74. Ramirez-Vida, Rosa Maria, Ph.D. (experimental/elementary)
The University of Texas at Austin, 1980

THE EFFECT OF CULTURALLY RELEVANT UNITS OF INSTRUCTION ON THE ATTITUDE OF FIFTH GRADE SOCIAL STUDIES STUDENTS

Ethnocentrism
Attitude modification
Mexican-Americans

The investigation was based on the premise that children's attitudes can be altered or modified through the use of ethnically relevant curricula. A special curriculum was developed portraying a positive image of the Mexican-American.

Subjects were 108 fifth grade students in two experimental and three control classes. Students were pretested and posttested using the St. Lambert Experimental Attitude Scale and the Attitude of Mexican-American Student Scale designed for this study. Treatment was over an eight-week period integrating the developed curriculum into the regular curriculum.

Results were not reported in the abstract. The researcher hoped to demonstrate a need for further research in the area of culturally relevant curricula and its effect on the attitudes of elementary age students. 178 pp.

Order no. 8021524

75. Scott, Kathryn Phillips, Ph.D. (experimental/elementary)
University of Washington, 1977

ELEMENTARY PUPILS' PERCEPTIONS OF READING AND SOCIAL STUDIES MATERIALS: DOES THE SEX OF THE MAIN CHARACTER MAKE A DIFFERENCE

Stereotyping
Sex roles
Role perception
Textbooks

The impact of increased representation of females in non-stereotyped roles in textbooks on the perception of female and male third and fourth grade students was examined.

Two versions of eight stories were developed, one having a female main character, the other a male main character. Three treatment

groups were used. One read a majority of female character stories, the other read mainly male character stories, and the third had male and female characters equally represented.

Results clearly indicated: (1) male pupils devalued stories with female main characters, and (2) female main characters increased pupils' estimation that both boys and girls could succeed in activities. 133 pp.

Order no. 7800973

76. Sigler, E. James, Ed.D. (analytical/elementary)
West Virginia University, 1979

RACIAL BIAS IN ELEMENTARY SOCIAL STUDIES TEXTBOOKS

Ethnic studies
Textbooks
Ethnocentrism

In this study 37 elementary social studies textbooks from 55 counties in West Virginia were analyzed and evaluated as to the inclusion or omission of minority, racial, and ethnic data.

The evaluative assertion analysis technique developed by McDiarmid and Pratt was used. Evaluative assertion was divided into three components--attitude objects which include nouns, connectors which are generally verbs, and common meaning terms that complete the assertion.

Findings included: (1) American Indians ranked first with the greatest number of assertions, (2) Black Americans were most frequently discriminated against, (3) Mexican-Americans ranked second in total stereotyping, (4) Japanese-Americans showed the fewest assertions, and (5) Chinese-Americans ranked last in pictorial coverage. 184 pp.

Order no. 7920700

77. Smith, David William, Ph.D. (analytical/general)
Northwestern University, 1979

ASSESSING THE IMPACT OF THE "NEW SOCIAL STUDIES" UPON SCHOOL CURRICULUM: A CASE STUDY OF HIGH SCHOOL SOCIOLOGY

New Social Studies
Curriculum materials
Sociology

The impact of the New Social Studies curriculum ideology on high school social studies, specifically the subject of sociology, was examined. Influence of reforms proposed by the American Socio-

logical Association's curriculum development committee, Sociological Resources for the Social Studies (SRSS) were specifically examined.

Content analysis of secondary sociology materials widely used before, during, and following the reform period provided data for the analysis.

Conclusions were that the curriculum materials developed by SRSS had little lasting influence, that neither the traditional function of social studies as citizenship education nor the realities of everyday life in the classroom were effectively considered, and input from curriculum users and publishers should have been sought more extensively by the university curriculum developers. 186 pp.

Order no. 8007410

78. Tindall, Sandra K., Ed.D. (experimental/elementary)
University of Arkansas, 1981

A STUDY OF PROJECT EDGE: AN APPROACH TO EQUITY IN SOCIAL STUDIES CURRICULA

Women's studies
Sex-role differentiation
Arkansas
Sex stereotyping

The purposes of this study were to determine the effectiveness of unit kits of Project EDGE in: (1) increasing student and teacher awareness of contemporary women and (2) changing existing stereotyped attitudes of students toward career choices and life options.

Subjects were 40 elementary school teachers and 476 students in kindergarten through grade six in Springdale, Arkansas. Both a control group and an experimental group were used. Pre-tests and post-tests on the Unit Kits, TAJ inventory, and Attitudes Toward Sex Role Differentiation in Education inventory were administered. All were asked to compose a list of contemporary women for the pre- and post assessment. In addition, all completed a questionnaire concerning teacher characteristics and responded to the Dogmatism Scale.

Results revealed a significant increase in knowledge of contemporary women but no difference between the two groups in attitudes toward career choices and life options. No significant difference was found in attitude toward sex discrimination and stereotyping. 119 pp.

Order no. 8127257

79. Wilson, Jilliard D., Ph.D. (descriptive/elementary)
The University of Michigan

AN ANALYSIS OF THE TREATMENT OF THE BLACK EXPERIENCE, 1492-1850, IN FIFTH GRADE SOCIAL STUDIES TEXTBOOKS USED IN MICHIGAN SCHOOL DISTRICTS

United States history
Black history
Textbooks
Michigan

Using a qualitative technique to determine accuracy and adequacy of content, coverage of the Black experience from 1492-1850 in the nine most frequently used fifth grade social studies textbooks in Michigan was analyzed.

Data revealed the textbooks were generally deficient in accuracy and adequacy of information and that many texts perpetuated distortions, myths, and stereotypes about the life of the Black slave on the plantations and the insurrections against slavery. The best-treated subtopics were the abolitionist leaders and the underground railroad. 201 pp.

Order no. 8204792

Reading

80. Barfield, David Scoville, Ed.D. (descriptive/secondary)
Auburn University, 1981

A COMPARISON OF THE READABILITY LEVELS OF SECONDARY SOCIAL STUDIES TEXTS IN ALABAMA OVER TWO ADOPTION PERIODS

Textbooks
Readability level
Alabama

This study determined if there was a significant difference in readability levels of social studies textbooks (7-12) in two adoption periods--1963 and 1975. Also examined were differences in readability between grade levels in social studies textbooks, and whether there was a significant interaction between adoption period and grade level.

Readability was determined by using the Fry Readability Graph and the Flesch Reading Ease Formula. Results indicated no significant differences for the effect of year of adoption or for the interaction of adoption year and grade level. Effect of grade level was significant.

Conclusions were that the readability level of most social studies books have not been reduced over the two adoption periods. The range within texts was great, often three to four years. There is an absence of progressive rise of readability levels through the grades. The problems of concept overload were increased in the more recent period. 98 pp.

Order no. 8114917

81. Clarke, Barbara K., Ph.D. (descriptive/elementary)
The Florida State University, 1977

EIGHTH GRADE STUDENTS' READING ABILITIES AND THEIR COMPREHENSION OF SELECTED SOCIAL STUDIES AND SCIENCE TEXTBOOKS

Textbooks
Readability formula
Reading comprehension

Investigated were (1) the minimum reading ability needed by 75 percent or more of an eighth grade population to comprehend independently their assigned social studies and science texts, (2) the difference in comprehension test scores developed from assigned texts, and (3) the relative accuracy of three readability formulas.

Subjects were 300 students in middle schools, Brevard County, Florida. Range of reading ability as tested was 6.0 to 12+ on the California Test of Basic Skills. Readability was determined by readability formulas, and comprehension was determined by a researcher-made test.

Findings were that minimum reading level to comprehend satisfactorily social studies texts was tenth grade level and to comprehend science tests was eleventh grade level. The Smith Readability Formula was the most accurate in judging readability levels. 112 pp.

Order no. 7808945

82. Coale, Genevieve Davila, Ph.D. (experimental/secondary)
Temple University, 1980

THE EFFECTS OF FIVE POSTREADING INSPECTION TECHNIQUES ON READING COMPREHENSION OF CHUNKED AND STANDARD FORMATS OF SOCIAL STUDIES MATERIALS

Reading review techniques
Curriculum materials

The ability of ninth grade students to use selected postreading inspection techniques was investigated. The techniques were the use of questions, the cloze, the maze, a modification of the maze, and a storage retrieval technique as facilitators of reading review of "chunked" and standard formats of social studies material.

Ten intact groups were used. The five techniques and two formats presented in ten different instructional packets were randomly distributed to subjects in these groups. In the ten-question review, questions were constructed according to the types proposed by Barrett. Three of the questions required recall of information read. Six demanded making inferences and one called for evaluation. Data consisted of I.Q. and reading achievement scores.

Results indicated that none of the four experimental reading review techniques proved superior to the use of questions. Questions were found to be significantly superior to the every fifth open-deletion cloze procedure as a facilitator of literal and total comprehension. No significant differences existed between the mean of the groups receiving the standard format and the mean of the groups receiving "chunked" format. The "chunking" of reading passages into meaningful groups of words did not facilitate the reading comprehension of mature readers. 223 pp.

Order no. 8115859

83. Croyle, Larry John, Ph.D. (experimental/secondary)
University of Pittsburgh, 1980

AN EXAMINATION OF THREE TYPES OF EXPOSITORY ORGANIZERS IN THE AREA OF SOCIAL STUDIES AT THE MIDDLE SCHOOL LEVEL

Advance organizers
Verbal learning
Simulation game

The task was to determine if either (1) an abstract expository advance organizer reading passage, (2) a detailed expository advance organizer reading passage, or (3) a simulation game/activity expository advance organizer would facilitate the verbal learning of seventh grade social studies material. Research was based on the Subsumption Theory of Meaningful Verbal Learning developed by Ausubel.

Subjects were 80 seventh graders in a suburban school district in Allegheny County, Pennsylvania. Students were organized into four groups, each with ten high and ten low reading ability students. Treatments in the four sections were: (1) abstract expository advance organizer, reading passage and learning passage, (2) detailed expository advance organizer, reading passage and learning passage, (3) simulation game/activity expository advance organizer, learning passage, and (4) learning passage. All were concluded with a 25-item posttest.

In each case the advance organizer treatment groups outperformed the control group. No one specific type of advance organizer facilitated learning to a greater degree than any of the others. High reading ability students consistently outperformed students of low reading ability, but low reading ability students who received the expository organizer outperformed low ability students in the control group. 138 pp.

Order no. 8028091

84. Freeland, Kent Eugene, Ph.D. (descriptive/elementary)
The University of Iowa, 1977

READABILITY OF SOCIAL STUDIES MATERIAL WITH TECHNICAL VOCABULARY AS COMPREHENDED BY MEXICAN-AMERICAN AND NON-MEXICAN-AMERICAN STUDENTS

Readability
Textbooks
Mexican-Americans

The readability of Follett, Ginn, and Harcourt intermediate grade social studies textbooks were examined using (1) readability formulas and (2) cloze and multiple choice test results by Mexican-American and non-Mexican-American students.

Textbooks were analyzed by applying the Fry and Dale-Chall formulas to randomly selected passages. Tests were administered to fourth, fifth, and sixth grade students.

Findings included: (1) texts were too difficult for intended grade level, (2) a high degree of internal variability existed, and (3) in general, Mexican-American students scored lower on various tests than did other students. 250 pp.

Order no. 7782454

85. Harned, Lynne Anne, Ph.D. (analytical/elementary)
Michigan State University, 1980

A COMPARISON OF WRITTEN DISCOURSE WITHIN FOUR ELEMENTARY SOCIAL STUDIES SERIES WITH REGARD TO SYNTACTIC COMPLEXITY, CONCEPTUAL DENSITY, CONCEPTUAL ABSTRACTNESS, AND VOCABULARY DIFFICULTY

Syntactic complexity
Conceptual density
Conceptual abstractness
Vocabulary difficulty

Four elementary social studies series--Windows on Our World, The Holt Data Bank System, Concepts and Values, and Concepts and Inquiry--were examined with regard to variables which may affect reading difficulty for grades 3 and 6.

To analyze materials for syntactic complexity, concept density, and concept abstraction, five samples of ten consecutive sentences were randomly selected from each text for each variable. Analysis of variance was used to test for differences among upper and lower texts and between upper and lower elementary levels.

Significant differences were found in: (1) syntactic complexity, (2) concept density, (3) concept abstractness, and (4) vocabulary difficulty. Recommendations were that (1) textbook writers and publishers need to go beyond the use of readability formulas in analyzing difficulty, (2) teachers need to learn how to examine instructional materials for syntactic, conceptual, and vocabulary factors and to adjust their instruction accordingly, and (3) more research is needed to identify other features of written discourse which may contribute to reading difficulty. 119 pp.

Order no. 8101112

86. Hopkins, Mona Salinas-Chong, Ph.D. (descriptive/secondary)
The University of Texas at Austin, 1981

A CLOZE STUDY OF HIGH SCHOOL STUDENTS' READING ABILITY IN THEIR ASSIGNED TEXTBOOKS IN SCIENCE AND SOCIAL STUDIES

Textbooks
Readability

The study investigated the reading difficulty of science and social studies textbooks used by ninth graders in an urban public school district in Texas.

Subjects were 607 ninth grade students in randomly selected classes. Data were collected from content area cloze tests, Comprehensive Tests of Basic Skills reading comprehension tests, and academic grades. The Fry Readability Graph was used to estimate the readability of the textbook selections used.

Readability data showed that three of the textbooks were below grade level and one was on grade level. Reading ranges within the textbooks were found to be much larger than those submitted by the publishers.

Approximately 80 percent of the students found the textbooks difficult to read in the cloze test. Cloze tests correlated .6 or better with the Basic Skills Test, but there were weak or negligible correlations between cloze tests and academic grades of students. 207 pp.

Order no. 8119305

87. LeSourd, Sandra Jo, Ed.D. (experimental/secondary)
University of Georgia, 1981

THE EFFECTS OF STUDENTS' MEANING PERCEPTION AND TEXTUAL STRUCTURING UPON THE COMPREHENSION OF SOCIAL STUDIES READING PASSAGES

Concept learning
Political science

Three issues relative to reading comprehension were chosen for research: (1) Does the student's perception of meaning affect the student's comprehension? (2) Does the structuring of textual material affect the student's comprehension? and (3) Does structuring in accordance with a concept learning model increase perception and comprehension?

An investigator-constructed semantic differential instrument containing five political science concepts was used to measure meaning. Subjects were divided into two meaning groups, good-strong-active and neutral, on the basis of their responses. Two textual passages explicating a political science concept were used for the study. Two experimental posttest-only group designs were used; students were assigned to good reader, average reader, or poor reader aptitude groups. One-half of the subjects in each meaning group and in each reading aptitude group were asked to read the Concept Model, while the other read the Narrative Model.

The meaning variable did not have a significant effect on comprehension. Within meaning groups, the text-structuring variable was significant for students in the neutral meaning group, but not for those in the good-strong-active meaning group. Significant gains in comprehension scores for the experimental group who read the Concept Model were recorded. 180 pp.

Order no. 8116883

88. Miller, William Blaine, Ph.D. (analytical/secondary)
The University of Texas at Austin, 1977

FACTORS IN READING DIFFICULTY OF WORLD HISTORY TEXTBOOKS

Textbooks
Readability
World history
Texas

The purpose was to predict readability, or level of difficulty, of five Texas approved world history textbooks, and to identify factors which cause some materials to be more difficult than others.

The researcher applied the Fry Readability Graph to three sample passages from each of the five world history textbooks. Using the tenth grade as a norm, one text was below grade level, one at level and three above grade level. The researcher also applied the criteria of difficulty of Fry's Kernel Distance Theory, the correlates of Rosenshine's concept of horizontal readability, counts of rational, conjunctive, and disjunctive concepts, and counts of the number of words per independent clause unit to one 2,500 word passage on a common topic from each of the five texts.

Conclusions were that most world history textbooks were more difficult than for the grade intended and there appeared to be little relationship between factors predicting the difficulty of reading materials and factors causing the difficulty of reading materials. 119 pp.

Order no. 7807350

89. Oppong, Jacob Emmanuel, Ed.D. (experimental/secondary)
University of Georgia, 1978

A STUDY OF THE ADVANCE ORGANIZER AND ITS EFFECTS ON ACHIEVEMENT OF NINTH GRADE SOCIAL STUDIES STUDENTS

Advance Organizers
Textbooks
Geography

The study investigated facilitative effects on achievement of organizers learned to mastery ninth grade geography in a rural Georgia high school. Criterion referenced mastery learning was combined with advance organizers for the experimental group. The study which involved 60 ninth grade subjects compared population means of groups using mastery treatment materials with advance organizers with those of a control group having no organizers.

The use of advance organizers before each textbook chapter (within the experimental limitations of the study) showed significant superiority in achievement when compared with the control group. Inferred is that the Ausubelian hypothesis regarding the facilitative effects of advance organizers in meaningful verbal learning, is apparently credible provided that the organizers themselves are learned as part of learners' cognitive structure. 248 pp.

Order no. 7914047

90. Oshima, Lynette Kim, Ed.D. (descriptive/secondary)
Indiana University, 1981

AN INVESTIGATION INTO THE READABILITY AND VALIDITY OF THE CLOZE AND MAZE AS MEASURES OF COMPREHENSION OF A SOCIAL STUDIES TEXT

Readability
Cloze
Maze
Intact cloze
Textbooks

This study determined whether the cloze, maze and intact cloze were reliable and valid measures of readability for a U.S. history textbook.

Scores of 181 high school sophomores on one of the three readability procedures were correlated with their ability to answer questions on a comprehension test, their previous scores on a standardized reading test, the academic track of the U.S. history class from which the student was selected, and a subjective rating of reading ability by the student's teacher.

The cloze, maze, and intact cloze were all found to be reliable and valid measures of readability. The cloze was deemed to be the most effective and efficient procedure. 231 pp.

Order no. 8200856

91. Price, Patrick Charles, Ph.D. (descriptive/elementary)
Georgia State University, 1977

AN INVESTIGATION OF DISADVANTAGED EIGHTH GRADE STUDENTS' SOCIAL STUDIES CONCEPT ATTAINMENT, STUDY SKILLS, AND READING COMPREHENSION

Disadvantaged students
Work-study skills
Concept development

Examined was the relationship of reading comprehension, study skills, and social studies concept attainment of disadvantaged eighth grade students in a program which fused concept development lessons and work-study skills instruction.

The treatment group was given individual learning packets emphasizing map reading; using charts, graphs and tables; using textbooks; and learning reference skills. The treatment also included six social studies concept development lessons based on D. Cecil Clark's prescriptions.

Conclusions were: (1) a program emphasizing work-study skills had no effect on reading comprehension or social studies concept attain-

ment, (2) insufficient data were collected to prove a relationship between work-study skills and reading comprehension, (3) individual learning packets did influence work-study skills development, and (4) the concept development prescriptions proved effective. 255 pp.

Order no. 7729317

92. Pruitt, Janet Louise McCracken, Ed.D. (analytical/elementary)
Oregon State University, 1977

THE READABILITY OF SELECTED FOURTH, FIFTH AND SIXTH GRADE SOCIAL STUDIES TEXTBOOKS AS DETERMINED BY THE FRY READABILITY GRAPH AND GROUP INFORMAL READING INVENTORIES

Readability
Textbooks

The Fry Graph was applied to ten randomly selected passages in each text (D.C. Heath, Silver Burdett, Benefic Press social studies) including proper nouns in the computations. The group informal reading inventories were constructed from the same texts but on unfamiliar passages. Tests were administered to 1,467 students in 70 randomly selected classrooms.

Two textbooks had readability levels in agreement with the publisher's designated grade level. The remaining seven textbooks had readability levels one to four years above the designated level. The average range of readability within textbooks was 6.2 years with little evidence of a gradation from less difficult to more difficult.

Since the results did not differ from results reported in earlier reports, the researcher recommended that further research in analyzing these specific texts was not warranted. A number of teaching and textbook use recommendations were included. 192 pp.

Order no. 7720479

93. Ryan, Gary Thomas, Ph.D. (descriptive/secondary)
The University of Texas at Austin, 1978

THE INFLUENCE OF READABILITY OF TEXT, MOTIVATION, AND INTELLIGENCE ON CRITICAL READING COMPREHENSION OF SECONDARY SOCIAL STUDIES STUDENTS

Textbooks
Readability
Reader motivation
Reader intelligence
American history

The study investigated the effects of the readability of textual material, reader motivation to learn in school, and reader intelligence (IQ) on social studies students' critical reading.

Experimental materials were randomly assigned to 207 subjects randomly selected from ninth and tenth grade American history students. Instruments were the Fry Readability Graph, a researcher-developed criterion test, and a standardized measure of motivation.

Data analysis showed that the factors of readability, motivation, and intelligence all had statistically significant effects on subjects' literal reading comprehension. The results were discussed with respect to theory of reading instruction and the influence of readability on specific reading tasks. 139 pp.

Order no. 7911011

94. Shoreman, Daniel J., Ed.D. (experimental/elementary)
Boston University School of Education, 1982

THE EFFECTS OF READABILITY, STUDY GUIDES AND LISTENING-READING ON THE COMPREHENSION OF SIXTH GRADE SOCIAL STUDIES TEXTBOOK MATERIALS

Teaching methods

Investigated were the effects of readability level, study guides, and simultaneous listening-reading on social studies textbook comprehension.

Twelve intact suburban Boston sixth grade classes totaling 245 students were studied. Tests administered were: (1) The Iowa Test of Basic Skills, Reading Comprehension subtest, (2) The Otis-Lennon Mental Ability Test, and (3) four weekly researcher-designed tests to measure comprehension.

In comparing the untreated original text to the text rewritten to fourth grade readability level to original text accompanied by study guides to simultaneous reading and listening of the original text, the rewritten text proved superior. Relating reading level to comprehension according to the four treatment methods, average readers scored higher than below average in all methods. Above average readers did better with the rewritten than the original text. Relating intelligence to comprehension showed that students with high IQ's scored higher on all methods than those with low IQ's. There was no difference in comprehension by grades. 201 pp.

Order no. DA8300779

95. Simon, Georgianna, Ph.D. (descriptive/elementary)
The University of Michigan, 1977

A COMPARISON OF READABILITY INDEXES OF UPPER ELEMENTARY SOCIAL STUDIES TEXTBOOKS

Textbooks
Readability
Internal consistency

The reliability of publisher-recommended grade placement of 21 middle grade social studies texts against grade placements obtained from three standard readability formulas--Joos-Butz (Dale-Chall) Readability Formula, the Simple Test Approach (Flesch) for Readability Formula, and the University of Texas (Danielson-Bryan) Readability Formula--were compared.

Data indicated: (1) little relationship between publisher placement and placement based on readability formulas, (2) consistency in the use of the three readability formulas, (3) a significant part of the textbook content above the assigned grade readability level, and (4) a lack of internal consistency of grade level within the textbooks. 159 pp.

Order no. 7718118

96. Srithirawisarn, Pikun, Ph.D. (descriptive/elementary)
The Florida State University, 1978

THE RELATIONSHIP BETWEEN ADVANTAGED AND DISADVANTAGED SIXTH GRADE STUDENTS' READING ABILITY AND THEIR COMPREHENSION OF SOCIAL STUDIES TEXTBOOK SELECTIONS

Textbooks
Readability
Advantaged students
Disadvantaged students
Georgia

This study assessed the minimum reading level needed by at least 75 percent or more of a group of both advantaged and disadvantaged sixth grade students to comprehend satisfactorily their social studies textbooks.

Subjects were 104 advantaged and 154 disadvantaged sixth grade students in Albany, Georgia. Reading ability ranged from grade 4.0 to grade 8.9. Nine passages from three state-adopted social studies textbooks and a 36-question researcher-developed test were used. The Flesch, the Dale-Chall and the Smith Adaptation of the Forecast readability formula were used to determine readability levels.

The minimum reading level needed by both groups to comprehend their texts as measured by 75 percent correct criteria was found to be above grade 8.9. The minimum reading level needed for the advantaged group to comprehend social studies textbooks at 50 percent correct criteria was found to be grade 6.5. Minimum level for 50 percent correct criteria was above grade 8.9 for the disadvantaged group. 104 pp.

Order no. 7917088

97. Stratton, Beverly Dlugokecki, Ph.D. (experimental/elementary)
The University of Akron, 1980

THE ASSESSMENT OF LEARNING SKILLS IN THE SOCIAL STUDIES OF SELECTED GRADE SIX STUDENTS TO DETERMINE MEANS OF IMPROVING INSTRUCTION

Cloze
Maze
Diagnostic procedures
Prescriptive procedures
Syntactic alternatives
Lexical alternatives

The purpose of this study was to evaluate the validity and utility of three informal measures, i.e., the cloze, maze, and Teacher Assessment of Student Performance, as diagnostic and prescriptive procedures for classroom teachers.

A counterbalanced procedure was used to determine whether a stratified random sample of 119 sixth grade students could read the assigned social studies text. Students were divided into above-average, average, and below-average groups. A cloze test, maze test, and teacher assessment were developed by the researcher.

Conclusions were: (1) collected data strongly suggested the readability and validity of the instruments, (2) the measures significantly differentiated the performance of known groups, (3) the differentiation of known groups in relation to their use of syntactic clues while reading silently was inconclusive, and (4) the measures correlated highly with the reading comprehension section of the Iowa Test of Basic Skills. 255 pp.

Order no. 8010686

98. Tanner, Michael Lowell, Ed.D. (descriptive/secondary)
University of Northern Colorado, 1979

THE EFFECT OF HIGH AND LOW INTEREST ON THE READING MISCUES, STRATEGIES AND BEHAVIORS OF SECONDARY STUDENTS WHILE READING AMERICAN HISTORY MATERIALS

Textbook content

Investigated was the effect of high and low reader interest on reading strategies and reading behaviors of U.S. history materials. Specifically examined were the quantitative effect of high and low interest on miscues and on graphophonic, semantic, and syntactic cueing systems and the effect of high and low interest on what is remembered from reading and on the type of reading behaviors used and their effectiveness.

Two interest inventories were administered to identify U.S. history topics of high and low interest to students. Passages for Reading Miscue Inventories were developed for the two topics identified as high interest and two topics identified as low interest.

Conclusions included: (1) more miscues were made with low interest material, (2) material of high and low interest did not seem to affect the use of the readers' cueing systems, (3) more literal level information was retained from high interest level material, and (4) reading strategies were more effective with high level interest material. 191 pp.

Order no. 8004477

99. Tonia, Cynthia F., D.A. (developmental/secondary)
Carnegie-Mellon University, 1982

READING SKILLS IN THE SECONDARY SOCIAL STUDIES: A CURRICULUM UNIT FOR SENIOR HIGH SCHOOL STUDENTS

Curriculum materials
United States history

This study designed and field tested a reading comprehension program to improve student reading comprehension while also increasing American history content knowledge.

The program, based on Bragdon et al. History of a Free People, contains pretests and posttests, content skills tests, chapter and optional reading guides, and an instructional guide for teachers.

The curriculum material was field tested in both an Ohio and a Connecticut public high school. Results are not included in the abstract. 256 pp.

Order no. DA8305217

100. Vickery, Karen Sue, Ed.D. (descriptive/general)
East Texas State University, 1978

THE RELATIONSHIP BETWEEN THE READING ABILITY LEVELS OF SELECTED ELEMENTARY AND SECONDARY STUDENTS AND READABILITY LEVELS OF SELECTED ENGLISH AND SOCIAL STUDIES TEXTBOOKS

Textbooks
Readability
Comprehension

The study examined whether the reading levels of fifth, seventh, ninth, and eleventh grade students in a Texas school district were above, at, or below the readability levels of selected English and social studies textbooks. Relationships of the two variables were examined according to gender and achievement.

Students were tested using the California Achievement Tests and Comprehensive Tests of Basic Skills, Expanded Edition. The Dale-Chall Readability Formula was used to analyze the difficulty level of the textbooks.

Findings were mixed. Some texts were rated lower or higher on readability by the test than indicated by the publishers. Student reading ability varied considerably. 154 pp.

Order no. 7824153

101. Wilkens, Hannalyn Boxer, Ed.D. (developmental/secondary)
Columbia University Teachers College, 1977

READING COMPREHENSION AND SOCIAL STUDIES CONTENT: A PREPARATION OF MATERIALS

Readability
Program development

Instructional materials were designed to teach ninth-grade social studies content in a framework addressing classroom reading problems. Textbooks were adapted to provide a structured sequential presentation including content, comprehension tasks, pre-teaching vocabulary, reinforcement, and review exercises.

The material was tested on urban students mostly reading two years below grade level. Comparison of pre- and posttests showed that 22 of the 23 participating students improved their scores.

The materials which exhibited a wide range of usefulness--classroom activities, homework assignments, tests, and independent study devices--were considered to be a beginning toward more effective content teaching for poor readers. 128 pp.

Order no. 7804473

Values Education, Moral Education

102. Hoge, John Douglas, Ph.D. (analytical/elementary)
The Florida State University, 1978

AN ANALYSIS OF THE VALUES CONTENT OF FLORIDA STATE-ADOPTED ELEMENTARY SOCIAL STUDIES TEXTBOOKS AND THE CURRICULUM GUIDELINES OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Curriculum materials
Values
Textbooks
Florida

The study examined the values content of Florida state-adopted elementary social studies textbooks. Using random sample pages, the frequency of overt and implied reference to each of 67 instrumental and terminal values derived in part from Rokeach was determined.

The values found in the textbook analysis were compared to curriculum guidelines of the National Council for the Social Studies. Several similarities in top-ranked instrumental and terminal values were found. 182 pp.

Order no. 7815458

103. Tinkler, Delbert William Ed.D. (experimental/general)
University of Georgia, 1981

EFFECTS OF A DILEMMA-DISCUSSION CITIZENSHIP UNIT ON MORAL REASONING AND POLITICAL ATTITUDES OF SIXTH AND SEVENTH GRADE STUDENTS

Moral reasoning
Citizenship education

A researcher-designed citizenship unit using a dilemma-discussion approach based on Kohlberg was integrated into the sixth and seventh grade social studies curriculum and tested for effectiveness in promoting higher staged moral reasoning and more positive political

attitudes. Ten political/ethical dilemmas with suggested lesson plans and supplementary activities were developed and provided in teachers' notebooks.

A quasi-experimental design using pre- and posttests was used. The study was conducted in a large Georgia county school system with 110 sixth and seventh grade students. Volunteer teachers taught experimental and control classes. Data were collected from the Important Considerations Survey to measure moral stage reasoning and the Opinionnaire on Political Institutions and Participation to measure political attitudes.

Data showed no significant differences between experimental and control mean scores on either moral stage reasoning or political attitudes. Problems and needs for future research regarding the use of moral dilemmas in middle grades were discussed. 160 pp.

Order no. 8123102

104. Walton, James Edward, Ph.D. (analytical/general)
The University of Akron, 1978

THE VALUES IN FOUR SELECTED WORKS BY AMERICAN BLACK AUTHORS AND SUGGESTED USES OF THESE VALUES IN LITERATURE AND SOCIAL STUDIES CLASSES

Values education
Values strategies

Invisible Man by Ralph Ellison, Black Boy by Richard Wright, Go Tell It on the Mountain, by James Baldwin, and The Third Generation, by Chester Himes, were analyzed using categories from H. S. Broudy.

The values most commonly expressed were social, moral, and intellectual. Much less attention was paid to values in the aesthetic and economic categories.

The researcher also suggested ways in which analysis of values can be used in teaching social studies and literature. Concrete methods were included for practical application by teachers. 191 pp.

Order no. 7819083

105. Williams, Andrea More, Ph.D. (experimental/secondary)
University of Maryland, 1979

THE ROAD OF LIFE: A SIMPLE VISUAL STRATEGY FOR ORGANIZING INFORMATION AND DISCOVERING VALUES IN THE DECISION MAKING PROCESS

Curriculum materials
Decision making
Values clarification

The study evaluated the effectiveness of a simple graphic display diagram, "The Road of Life," in facilitating various aspects of decision making. The diagram (1) allows for simultaneous presentation of all decision outcomes, (2) enables the decider to explore the relationships of the outcomes to each other, and (3) includes a procedure whereby values are uncovered through a process of relaxed imagination, in the manner of a projective technique.

Subjects were 384 ninth and tenth grade students, randomly assigned by intact classrooms to one of three experimental conditions: (1) The Road of Life, (2) an alternative procedure--a lightly structured flow chart, (3) a control procedure--a minimally-structured worksheet. Students then used one of the experimental techniques to work through a personal decision and also responded to a 20-item attitude questionnaire.

In general, findings indicated that The Road of Life diagram was superior to the control procedure, although differences in various aspects of decision making were found in relation to age and sex. Results supported the conclusion that although decision making can be aided to a highly significant degree by means of a structured and systematic procedure, the process was observed to be complex and sensitive and subject to significant interactions between internal and environmental characteristics. 234 pp.

Order no. 8017195

Social Studies - General

106. Armento, Beverly Jeanne, Ed.D. (descriptive/elementary)
Indiana University, 1977

TEACHER VERBAL COGNITIVE BEHAVIORS RELATED TO STUDENT ACHIEVEMENT ON A SOCIAL SCIENCE CONCEPT TEST

Teacher behavior
Student behavior
Concept teaching

The study examined whether a relationship existed between select teacher and student behaviors occurring during social science concept instruction and the residual class mean gain scores of third, fourth, and fifth grade level students on a test of social science concept specialization.

Twenty-two teachers conducted 45-minute concept lessons with a group of 15 students randomly drawn from intact classes. Student responses and selected student-initiated verbal behaviors were examined. Three instruments developed by the investigator were used to quantify process variables and high and low inference.

Five low inference variables related positively to the criterion measure: the teacher (1) "gives a concept definition," (2) "gives positive concept examples," (3) "reviews main ideas," (4) "explicitly includes more of the necessary generalization," and (5) "explicitly includes more of the necessary concept labels." Four high inference ratings on teacher behavior were significant: accuracy of concept examples, relevance of behavior to instructional objectives, balance between concrete and abstract terminology, and enthusiasm/interest over the lesson content. None of the student process variables related significantly with the criterion measure. 311 pp.

Order no. 7727018

107. Aumaugher, Robert Dale, II, Ph.D. (analytical/general)
Michigan State University, 1978

A PHILOSOPHICAL ANALYSIS OF THE CONCEPT OF CONCEPT AND ITS APPLICATION IN THE SOCIAL STUDIES

Concepts
Theory

This dissertation analyzed what a concept is and how the idea of concept should be taught. The particular view advanced is based on the philosophy of Ludwig Wittgenstein, maintaining that concepts do not necessarily mark off essential, common, defining features. The

argument was advanced that this view has greater utility in the social studies than the views based on the work of psychologists and which are currently promulgated by social studies theorists. Views of contemporary social studies theorists were appraised. 141 pp.

Order no. 7917672

108. Baker, Lawrence W., Jr., Ed.D. (experimental/college)
East Texas State University, 1979

THE EFFECTS OF THREE FORMS OF INSTRUCTIONAL MEDIA AS THEY RELATE TO COGNITIVE ACHIEVEMENT IN THE SOCIAL STUDIES

Instructional media
Political education
Ability grouping

This study compared the effectiveness of three media presentation modes--sound motion picture, sound still picture, and verbal print presentation--presented to learners in three mental ability groups given learning tasks at five cognitive levels.

Subjects were 129 junior college government students stratified according to the Otis Quick Scoring Mental Ability Test. A pretest on legislative processes was given two weeks before a unit of study on legislative politics was taught in one of the three media modes. Content was presented in four parts, each followed by a posttest designed to measure levels of cognition according to Bloom's taxonomy.

Among the results were: (1) T-tests of mean gain scores showed a superiority of verbal print over motion picture and still picture, (2) T-tests of posttest means showed sequential superiority from high to low mental ability groups, and (3) gain scores showed an unexpected sequence of cognitive achievement which disagreed with Bloom's taxonomy. 258 pp.

Order no. 8009606

109. Bastolich, John Bernell, Ph.D. (descriptive/secondary)
University of Minnesota, 1977

THE RELATIONSHIP OF SOCIAL STUDIES TEACHERS' CONCEPTUAL OR BELIEF SYSTEMS TO THE LEVEL OF STUDENT AND TEACHER THOUGHT, STUDENT-TEACHER VERBAL INTERACTION AND STUDENT ATTITUDES TOWARD CLASSROOM ATMOSPHERE

Conceptual level
Teacher performance
Classroom atmosphere

The basic premise of this study was that teachers who have higher conceptual levels or belief systems will use higher levels of thought in the classroom, will obtain higher levels of student thought, use less direct influence and obtain more student talk, and establish a more positive classroom atmosphere.

The subjects were inservice social studies teachers in grades 7, 8, and 9. A stratified random sample of 34 teachers from 15 Minneapolis schools was selected. Subjects completed the Harvey's Conceptual System Task and a demographic questionnaire.

Findings did not offer support for the use of Harvey's Conceptual Systems test instrument to determine relationship between teacher levels of conceptual development and their classroom performance. The test instrument did not provide objective indicators for predicting teacher performance with students. Objective data for predicting teacher performance with students were not obtained. 179 pp.

Order no. 7802636

110. Batson, Amanda Davis, Ph.D. (descriptive/secondary)
New Mexico State University, 1982

COMPREHENSION TEACHING STRATEGIES EMPLOYED BY MASTER TEACHERS IN SECONDARY-LEVEL SOCIAL STUDIES

Comprehension
Teaching methods

This study examined the comprehension instruction practices of secondary-level social studies educators. Eight specific categories of comprehension teaching behaviors plus three additional categories were defined.

Data were collected utilizing "anthropological methods" in 54 hours of observation and follow-up interviews with 18 master secondary social studies teachers.

Recorded were 1,420 occurrences of teaching behavior. Most occurrences were categorized as teaching comprehension. However, most of the time was spent in behaviors not focused on comprehension teaching. Cueing tasks occurred most frequently in comprehension teaching, while direct instruction in comprehension and higher level thinking was virtually non-existent. The study developed an improved instrument for observing comprehension teaching strategies in secondary content area classrooms. 205 pp.

Order no. DA8311388

111. Blaga, Jeffrey James, Ph.D. (descriptive/secondary)
The Ohio State University, 1978

A STUDY OF TEACHERS' PERCEPTIONS AND UTILIZATION OF SIMULATIONS IN PUBLIC SECONDARY SOCIAL STUDIES CLASSROOMS IN OHIO

Simulation games
Teaching method

This study examined perceptions of simulations in secondary social studies by selected Ohio secondary social studies teachers. The nature and extent of usage of simulations by teachers were also assessed.

A 27-question researcher-designed survey was mailed to 149 public secondary principals for distribution to their social studies faculty. A 43.5 percent response was received from 752 mailed surveys.

Data showed: (1) 37 percent had never used simulations, (2) 5 percent had used them but discontinued, and (3) 58 percent had regularly used simulation games. Of the regular users, only about 9 percent used simulation games on a heavy basis.

Data also showed that non-use was linked to teacher skepticism regarding educational benefits, concern over cost, and unwillingness to spend extra preparation time required. It appeared that a large number of teachers used simulation because they gave their students a change of pace in addition to providing practical and motivational benefits. 104 pp.

Order no. 7902076

112. Colwell, Clyde Gene, Ed.D. (experimental/secondary)
West Virginia University, 1980

AN INVESTIGATION OF A DIRECT-FUNCTIONAL STUDY SKILL TECHNIQUE ON SEVENTH-GRADE SCCIAL STUDIES CLASSES

Textbooks
Reading skills
Interpretive comprehension
Content acquisition
Direct reading activity
Direct functional method

The effectiveness of a direct-functional study skills strategy in relation to identifying paragraph patterns, developing interpretive comprehension, and improving content acquisition was investigated.

The 68 seventh grade subjects were split into two equal treatment groups. One was exposed to a direct reading activity approach to

social studies, while the other was given the experimental direct functional method. Each group had high, average, and low achievers.

It was shown that the direct-functional approach could have beneficial effects at seventh grade level and it could help to ease the transition from basal reading series to more expository content material. Those benefiting the most were the average achievers, while high achievers learned equally well without treatment. Low achieving pupils were hindered by the complexity of the books. The researcher pointed out a need for multi-level texts within content classrooms. 174 pp.

Order no. 8019166

113. Cook, Leon Adelbert, Ed.D. (experimental/secondary)
University of Montana, 1978

THE EFFECTIVENESS OF THE STRUCTURAL COMMUNICATION STUDY UNIT IN PROMOTING HIGH-LEVEL THINKING, ACHIEVEMENT AND RETENTION WITH TWELFTH-GRADE SOCIAL STUDIES STUDENTS

Structural communication
Achievement
Retention

Four randomly selected schools participated in this study which tested the effectiveness of a structural communication study unit on achievement, retention, and high level thinking of twelfth grade students. Two schools received the Structural Communication study unit The Tutor Peace, another received an identical unit except that essay responses were required, and the control group received pre- and posttests only. Treatment period was nine class periods.

Results failed to show that structural communication was superior to the alternate technique for promoting higher level thinking, achievement, and retention. The researcher suggested that the challenges or problems within the Structural Communications study units were insufficient for movement to higher levels of mental functioning. 156 pp.

Order no. 7902478

114. Cornish, Robert Vaughan, Ed.D. (analytical/elementary)
Rutgers University The State University of New Jersey, 1981

UTILIZATION OF FIFTH GRADE SOCIAL STUDIES INSTRUCTIONAL TIME AND STUDENT ACHIEVEMENT: A REANALYSIS OF THE EFFECTS OF THE RUST INTERVENTIONS

Questioning behavior
Pedagogical moves
Instructional time
Student achievement
RUST

This study reanalyzed the effect of interventions, which are designed to alter teacher's questioning behavior, on the amount of time consumed and the frequency of pedagogical moves performed by teachers and students during opportunity-to-learn, structuring, soliciting, responding, reacting, initiating, reflexive time, and student achievement in fifth grade social studies classes.

The subjects, tasks, lessons, and moderating and independent variables of RUST were used for reanalysis of effects of the interventions. The dependent time and frequency of pedagogical move variables were identified by a system developed in 1966 by Bellack, et al. Analyses of variance were computed for the thirteenth time and thirteenth frequency of pedagogical move variables.

The interventions influenced significant increases in all categories tested with reward intervention influencing the greatest increase. It was concluded that the micro analysis of opportunity-to-learn time developed in this study provided a viable means to identify the relationships between teacher and student performance in the classroom and subsequent student achievement. 220 pp.

Order no. 8120812

115. Crockett, Samuel Thorn, III, Ed.D. (descriptive/secondary)
University of Virginia, 1977

THE RELATIONSHIP BETWEEN SELF PERCEPTIONS OF ROLES AND BEHAVIOR OF SOCIAL STUDIES TEACHERS DURING CLASSROOM DISCUSSION OF CONTROVERSIAL ISSUES

Teaching method
Controversial issues

The viewpoints of Virginia secondary social studies teachers regarding classroom discussions of controversial issues were examined.

An instrument was designed which described comparative and contrasting characteristics for three controversial teaching models: The Authority Figure, the Equal Participant, and the Impartial Moderator. Four hypothetical classroom episodes were constructed:

(1) refusing to pay taxes as a protest to how government was using tax money, (2) the holocaust, (3) President Carter's pardon of draft evaders, and (4) mandatory sterilization of welfare mothers.

Study subjects tended to perceive their role characteristics to be that of neutral or impartial moderator. Individually and collectively, the variables--sex, length of teaching experience and type of community (urban, suburban, or other)--had no impact on role perceptions. However, by redefining type of community as urban or rural, a relationship emerged, with rural subjects tending to endorse more authoritarian behavior. 95 pp.

Order no. 7812121

116. DeCourcy-Wernette, Elizabeth Eleanor, Ph.D. (descriptive/elementary)
University of Wisconsin-Madison, 1977

DEFINING, IMPLEMENTING, AND ASSESSING THE EFFECTS OF HUMAN FOCUS DRAMA ON CHILDREN IN TWO SETTINGS--DRAMA WORKSHOPS AND A SOCIAL STUDIES CLASS

Human focus drama
Creative dramatics

Human focus drama was implemented in children's drama workshops accompanying a university workshop in creative drama. Benefits expected for children included an increase in responsibility, cooperation, commitment to quality drama, willingness to speak and act in the drama, ability to take turns, and the ability to express the ideas of different groups of characters.

For the empirical study 59 sixth and seventh grade students were randomly assigned to an experimental group, which was exposed to eight weeks of social drama studies, and a control group which was taught without drama.

No significant difference was found in measure of self-esteem and empathy. Subjective evaluations were that drama made teaching and learning more interesting. A number of implications for use of drama were included. 378 pp.

Order no. 7719755

117. Etkind, Alan Andre, Ed.D. (descriptive/secondary)
Syracuse University, 1980

AN ANALYSIS OF TEACHER-USED PUPIL ACTIVITIES ASSIGNED JUNIOR HIGH SCHOOL SOCIAL STUDIES STUDENTS

Learning activities
Teaching methods
Skills

To determine the nature and scope of the techniques, methods, and content used by social studies teachers, the researcher analyzed learning activities assigned social studies students.

Research questions addressed were: (1) what access skills are students most frequently asked to use when initially encountering content? (2) are student learning activities aimed more at data gathering or "skill focused" use of data? (3) to what extent do activities reflect experiences with different data forms? (4) to what extent do activities specify or contain the data source upon which the activity is constructed? (5) to what extent are single task or multi-task activities sequenced? (6) to what extent do those learning activities demanding data using skills specify content cues to the task required? The data analyzed were derived from 720 learning activities collected from junior high school social studies teachers in Central New York.

Results indicated that: (1) reading was by far the most frequent "access skill" required, (2) most activities demanded "skills" associated with data gathering, (3) data form was predominantly narrative as opposed to quantified, (4) the information source was specified or contained in the activities, (5) sequencing of tasks was done on a limited basis, and (6) data using activities provided some content cues to guide students. 178 pp.

Order no. 8026393

118. Evenson, Louise Lommen, Ph.D. (experimental/elementary)
Arizona State University, 1981

EFFECTS OF HIGH LEVEL QUESTIONS ON SOCIAL STUDIES ACHIEVEMENT IN COOPERATIVE AND COMPETITIVE INSTRUCTIONAL ENVIRONMENTS

Cooperative learning environment
Competitive learning environment
California

The study examined the differential effects of high-level questions on Los Angeles fifth and sixth grade students' achievement in cooperative and competitive instructional environments and to compare those who participated in prior training to those who had no prior training.

Utilizing the posttest only control group design, this study randomly assigned 121 fifth and sixth grade students to a control group and three experimental groups: (1) a cooperative environment, students receiving prior training in cooperative group skills; (2) cooperative environment, no training; and (3) competitive environment. The dependent variable was the subjects' performance on a posttest which consisted of two subtests measuring high and low level understanding of the content presented.

Conclusions were: (1) use of high cognitive level questions was effective in fostering recall of content but not in moving students to higher level understanding, (2) cooperative environment did not foster significant superior results in achievement, and (3) prior cooperative training did not enhance the ability to achieve higher levels. 275 pp.

Order no. 8117166

119. Feldman, Jesse David, Ed.D. (experimental/elementary)
Memphis State University, 1980

THE EFFECTS OF VISUAL DEPICTIONS OF CONTENT MATERIAL AS A SUPPLEMENT TO TEXTBOOKS IN PRIMARY GRADE SOCIAL STUDIES

Teaching methods
Transparencies

The 83 students in the treatment group received the photographic transparencies, lesson plans, and activities in addition to the regular social studies textbook. The 39 control group students received traditional textbook instruction and supplemental materials regularly used.

The treatment and control groups both improved significantly based on pretest and posttest scores, but the treatment group made greater gains. More research was called for to discover if a relationship exists between students who have failed a previous grade level and an efficient method of audiovisual instruction. 108 pp.

Order no. 8101786

120. Fleming, Jo Ellen, Ph.D. (descriptive/elementary)
University of Washington, 1980

AN INVESTIGATION OF THE EFFECTS OF REINFORCEMENT FOR RECALL AND EXPLANATION OF TEACHER DIRECTIONS ON SOCIAL STUDIES PERFORMANCE

Teacher directions
Academic performance
Reinforcement
Handicapped students
Mainstreaming

The study explored whether a relationship existed between attention to teacher directions and academic performance. Specifically, would reinforcement for recall and explanation of teaching directions increase social studies performance? The question was investigated in conjunction with the initiation of the Interpreter-Tutor model: Design to Meet the LRE Provision of P.L. 94-142, a program to provide a cost-effective service delivery model for educationally handicapped children within the regular classroom structure.

Six 4th grade students in a Washington state public elementary school served as subjects. The study was designed to lessen dependence, increase attention to teacher direction for an assignment, and facilitate independent completion of that assignment. The computer program CORREL was used to appraise the serial dependency in each subject's data by calculating autocorrelation coefficients.

Both visual and statistical analyses indicated that reinforcement for recall and explanation of teacher directions leads to increased performance in social studies. 107 pp.

Order no. 8109756

121. Gleason, James Daniel, Ph.D. (analytical/secondary)
Texas A and M University, 1977

INFLUENCE OF SOCIAL STUDIES TEACHERS ON STUDENT BEHAVIOR IN A SIMULATION GAME

Simulation game
Teacher characteristics
Authoritarian
Democratic

The study assessed the influence of the behavior of social studies teachers (classified as authoritarian or democratic) on students' verbal behavior during a simulation game.

To establish authoritarian and democratic orientation, the Minnesota Teacher Attitude Inventory, the Rokeach Dogmatism Scale, and a demographic questionnaire were administered to 55 social studies teachers from a large south Texas public school district. The Flanders Interaction Analysis was used to study classroom activities. Each teacher also completed a demographic questionnaire.

Results showed no difference in effects on student social behavior by authoritarian or democratic oriented teachers. There was no significant difference in student cooperativeness with either an authoritarian teacher or democratic teacher present. Recommendations for further extended research were included. 159 pp.

Order no. 7720375

122. Glick, Ira Stuart, Ed.D. (experimental/secondary)
University of California, Berkeley, 1981

RELATIONSHIP AMONG ANTECEDENT VARIABLES AND A REFLECTIVELY BASED SOCIAL STUDIES INSTRUCTIONAL STRATEGY

Instructional strategy
Dewey
Reflective thinking

Critical thinking
Creativity
Inquiry
Methodology

The purpose of this investigation was to define and validate significant variables, such as critical thinking and creativity, which would enable students to attend to, and derive meaning from, a reflectively based instructional strategy for the social studies.

Four experimental groups using inquiry methods and one control group using non-inquiry methods were used. Within three weeks of the academic year students were tested with the Cornell Critical Thinking Test and the AC Test of Creative Ability. An investigator-constructed Social Studies Inquiries Test was given nine weeks later.

Conclusions drawn were that success of holistic inquiry performance and hypothesis formation is significantly dependent on critical thinking ability, creative ability, level of educational motivation, and to some extent student age and socioeconomic status. 193 pp.

Order no. DA8200117

123. Graham, Frances Mae, Ph.D. (experimental/elementary)
Kansas State University, 1978

THE EFFECTS OF PUPIL AWARENESS OF INSTRUCTIONAL OBJECTIVES ON COGNITIVE ACHIEVEMENT IN ELEMENTARY SOCIAL STUDIES

Instructional objectives
Cognitive achievement

The investigation sought to answer the following questions: (1) does use of instructional objectives with elementary students affect higher cognitive achievement, (2) does use of instructional objectives effectively bring about higher-level learning, and (3) do boys and girls learn differently with objectives.

Data were gathered from 10 intact classes including 95 experimental and 99 control students. The criterion measure was a three-part test of 30 questions each, made up mostly of publisher-prepared test items to accompany the text.

Results were that use of objectives improved achievement slightly and that objectives effected significant higher level learning. There was no learning difference for boys or girls. 116 pp.

Order no. 7915164

124. Granby, Alan J., Ed.D. (experimental/elementary)
Boston University School of Education, 1981

ANALYSIS OF THE EFFECTS OF COMPETITIVE INFORMATION TRANSMISSION METHODS UTILIZED IN A FOURTH GRADE SOCIAL STUDIES CURRICULUM

Curriculum materials
Teaching method
Visual elements
Auditory elements

The study compared three social studies presentation approaches: sound filmstrip, print alone, and print plus audio cassette. The materials used were based on specially prepared social studies units by Hyland.

Ten classes of 176 students were randomly assigned to two treatment groups: (1) audiovisual, and (2) print alone/print plus audio cassette. The dependent variable was student achievement. Two mediating variables were intelligence as measured by the Otis-Lennon Intelligence Test, and reading ability as measured by the Sequential Test of Educational Progress. The regression analysis indicated that intelligence was significant as a predictor of student achievement, but that reading, when added in the regression, did not make a significant contribution.

The investigator concluded that the effects on learning might be increased if there were a greater correspondence between the visual and auditory elements. 216 pp.

Order no. 8126704

125. Greenblatt, Marian Lee Friedman, Ph.D. (experimental/secondary)
University of Maryland, 1979

THE EFFECTIVENESS OF POLITICAL CARTOONS IN STIMULATING LITERAL COMPREHENSION AND CRITICAL THINKING - READING BY HIGH SCHOOL SOCIAL STUDIES STUDENTS

Teaching methods
Political cartoons
Critical thinking - reading
Reading ability
Comprehension
Sex differences

This study examined whether political cartoons with written passages stimulated greater comprehension and critical thinking-reading than written passages only, and whether there was an effect based on sex, reading ability, or placement of the cartoon.

Three treatment groups (control, cartoon before passage, passage before cartoon) were formed from 404 eleventh grade students. A

researcher-developed instrument, the Literal Comprehension and Critical Thinking-Reading Test, was used to determine effect.

The researcher concluded that the instrument proved a valid measure of literal comprehension and critical thinking-reading ability. The effects of cartoons varied based on ability and sex. Cartoons had a positive effect on some subjects and did not hinder the learning of others; therefore they were proposed as useful tools in classroom instructions. 272 pp.

Order no. 7925751

126. Honea, John Mark, Jr., Ed.D. (descriptive/secondary)
University of Houston, 1980

AN INVESTIGATION OF THE INFLUENCE OF WAIT TIME ON STUDENT ATTITUDE TOWARD SELECTED SOCIAL STUDIES TOPICS

Student attitudes
Wait time
Teacher behavior
Government course
Recitation pace

The study examined whether an extended wait-time schedule and a slower pace of recitation had an influence on student attitudes toward selected social studies topics.

Subjects were high school students enrolled in a government course. A time-series design was used to conduct the study. The Purdue Master Attitude Scale was used during five topical units over 10 class days to measure student attitudes toward the topic of instruction.

Findings reported were: (1) teacher utilization of extended wait time did not result in significantly higher attitude scores than use of short wait time, (2) teacher's conversion from short-time to extended wait-time schedule was associated with increased teacher anxiety, (3) incidence of teacher questions was less for extended than short wait time, (4) incidence of student questions was higher for extended wait time, (5) student to student interaction was greater for extended wait time, and (6) extended wait time enhanced student confidence and esprit de corps. 167 pp.

Order no. 8105354

127. Kwak, Byong-Sun, Ph.D. (experimental/secondary)
Marquette University, 1980

THE RELATIONSHIP BETWEEN CONTENT TREATMENT AND QUESTIONING TREATMENT ON CRITICAL THINKING IN SOCIAL STUDIES

Critical thinking
Higher cognitive questioning

The basic hypothesis tested was: can students be more effectively taught to improve their performance on critical thinking tasks in the short term by the treatment of content inclusion rather than by the use of higher cognitive questions.

Subjects were 76 9th grade students at a private school. Students were randomly assigned to six treatment groups and one control group. All were administered critical thinking and achievement pretests and posttests. The six treatment groups studied self learning guide booklets differing in content treatment and questioning for four days, 40 minutes a day.

Findings showed significantly higher posttest achievement scores for all treatment groups. There was no significant effect of content treatment for critical or non-critical thinking treatment. However, critical thinking groups did significantly better on the critical thinking posttests than did the non-critical thinking groups. Also reported was that the use of higher cognitive questions tends to be more effective in teaching critical thinking when the questions are matched with content including critical thinking. 240 pp.

Order no. 8104806

128. Liston, John McTyeire, Ed.D. (descriptive/secondary)
University of South Carolina, 1981

THE RELATIONSHIP OF ATTITUDES OF SUPERINTENDENTS, PRINCIPALS, AND SOCIAL STUDIES TEACHERS TO THE UTILIZATION OF CLOSED CIRCUIT TELEVISION IN THE SENIOR PUBLIC HIGH SCHOOLS OF SOUTH CAROLINA

Instructional television
Superintendents' attitude
Principals' attitude
Teachers' attitude
South Carolina

The study raised the following questions in regard to the attitudes of superintendents, principals, and social studies teachers: (1) is there a relationship between the amount of ITV usage in a school and attitude expressed, (2) is there a significant difference in the relationships established between ITV usage and attitude toward ITV, and (3) is there a significant difference between the mean total survey scores.

A 10-item questionnaire based on a previously developed instrument was mailed to 50 superintendents, 50 principals, and 271 social studies teachers in South Carolina.

Conclusions were: (1) all three groups have closely related attitudes concerning ITV, (2) the prediction of the utilization of ITV, using the attitude survey, does not yield a significant level of correlation, and (3) the relationship between the amount of ITV usage and the attitude expressed towards ITV is a close statistical approximation for all three groups. 92 pp.

Order no. 8123429

129. Lyde, Norman Leon, Ed.D. (descriptive/secondary)
The University of Florida, 1981

THE INFLUENCE OF MULTI-IMAGE QUESTION PLACEMENT ON STUDENT LEARNING OF SOCIAL STUDIES CONTENT

Methodology
Audiovisual instruction

The study was an application of research concerning mathemagenic or attention-directing questions to content presented visually in a slide-tape configuration. Specifically asked was whether seventh-grade students viewing a slide-tape presentation containing higher order speculative questions would achieve significantly higher factual retention posttest scores. The impact on retention using slow dissolve (9.5 sec) and medium resolve (4.5 sec) was also measured.

A seventeen-minute slide-tape presentation was viewed by 183 subjects, first with no inserted questions, second with questions at medium dissolve, and third with slow dissolve.

Results showed that the use of speculative questions had no significant impact on retention of social studies content. 92 pp.

Order no. 8213674

130. MacDonald, Judith Brown, Ed.D. (descriptive/elementary)
Columbia University Teachers College, 1981

PATTERNS OF COMMUNICATION IN SOCIAL STUDIES DISCUSSIONS IN A SIXTH/SEVENTH GRADE CLASSROOM

Verbal interaction
Communication patterns

Assuming expression development and sharing of ideas are integral to the social studies curriculum, the researcher studied the verbal

interactions of one class of sixth/seventh grade students and their teacher, analyzing patterns of communication during social studies discussion.

The taped data were collected over a period of three and one-half months. An adaptation of the Bellack System was used involving both quantitative and interpretive analysis.

The following patterns were discerned: (1) teacher and pupils made about the same number of pedagogical moves and shared responsibility for shaping classroom discourse, (2) the principal move made by both was reaction, (3) pupils' reaction was more self-initiated, (4) the teacher served both as a discussion leader and co-participant, and (5) approximately 60 percent of all moves were in the substantive categories of meaning (moves in the functional categories accounted for 30 percent, while classroom management represented less than 10 percent of the discourse). 173 pp.

Order no. 8122965

131. Magnam, Rudy Anthony, Ed.D. (descriptive/general)
Columbia University Teachers College, 1978

A TEACHING MODEL FOR DEVELOPING INTELLECTUAL SKILLS AND ABILITIES IN SOCIAL STUDIES INSTRUCTION

Teaching methods
Teaching model

Purposes of the study were: (1) to design a teaching model for developing intellectual skills and abilities based on Ausubel's learning theory, (2) to design and teach a model-based instructional unit for high school social studies, and (3) describe teacher and student verbal activities using an analysis system based on Bellack, et al.

Eight teaching strategies were employed in the model instructional unit designed to teach at varying levels of Bloom's taxonomy demonstrated in taped recordings of 10 class sessions.

Results showed teachers were more active in classroom discourse than students. Pedagogical roles were clearly delineated. Teachers spoke all the structuring and soliciting moves, and the pupils' primary role was to respond. In spite of the specific set of behavioral goals for the unit, teacher behavior did not change to meet them. 183 pp.

Order no. 7822066

132. Maher, Frances Aldrich, Ed.D. (descriptive/secondary)
Boston University School of Education, 1981

TEACHING BY INQUIRY--A STRUCTURAL ANALYSIS OF METHODS, CONTENT AND CONSEQUENCES

Teaching methods
Inquiry

The study asserted that variations in teacher presentation of a given subject matter: (1) should reveal structural distinctions among teaching units that will be reflected in structural outcome measures, and (2) should account for more of the variation in student outcome measures than would student academic track. Also asserted was that many observation models built on an "expository/inquiry" dichotomy cannot determine distinctions in actual teacher questioning behavior.

The Johnson-Nolan observation model, which distinguishes induction, transmission, and deduction, was used to observe five American history high school classes--two honor track, two standard track, and one basic track. As the dependent variable, students were each given the same 30 terms to sort into categories. Data were analyzed to reveal latent categorization or cognitive structure that each class group created from their experience.

Comparison of treatment data revealed expected results. Structural composition treatment was reflected in each class's composition of the latent categories and their interrelationships. Outcome measures reflected the treatment and not the student academic track, showing that the variations in the students' categories were a function of treatment and not student academic characteristics. Analysis of the Fenton, Bloom, and Taba observation models showed that they failed to make those distinctions successfully. Results showed that the Johnson-Nolan model can be used to accurately reflect the cognitive operations being performed on the subject matter content. 464 pp.

Order no. 8112257

133. Milchrist, Pamela Ayres, Ph.D. (experimental/elementary)
University of Illinois at Urbana-Champaign, 1979

MOVEMENT, IMAGERY, AND CHILDREN'S SEMANTIC MEMORY OF SOCIAL STUDIES CONCEPTS

Teaching methods
Curriculum
Physical education

Two questions guided research: (1) Can combined movement and imagery experiences be manipulated to provide a meaningful environment that will enhance children's semantic memory of social studies concepts? (2) Can this program be conducted without inflicting detrimental effects?

Subjects were 92 third grade children in public elementary schools in Northern California.

Control groups received 12 separate physical education and 12 separate social studies lessons, while the experimental groups were exposed to 12 integrated physical education/social studies lessons.

Findings indicated that the children's semantic memory of social studies concepts was enhanced by combined movement and imagery experiences without a deleterious effect on their movement pattern performance. Girls tended to respond more favorably than did boys. 264 pp.

Order no. 8009109

134. Molinary, Dominick John, Ph.D. (experimental/secondary)
New York University, 1978

IMAGERY AND MODE OF PRESENTATION IN SOCIAL STUDIES LEARNING IN HIGH SCHOOL STUDENTS

Teaching methods
Audiovisual instruction
Imagery

The study evaluated (1) the usefulness of imagery as a mode of thought beyond childhood as seen by Piaget and Paivio, (2) the relative efficiency of an audiovisual, auditory, and reading method of presentation in the context of imagery ability, and (3) the effects of different levels of imagery.

Subjects were 13 randomly selected 11th grade classes from New York public high schools. The Minnesota Paper Form Board Test was used to classify students as high, mid-range, or low images. Intact classes were randomly assigned to three treatment conditions: (1) an audiovisual presentation--a 16-minute sound film on the Civil War, (2) auditory presentation--a taped cassette recording of the film soundtrack, and (3) a reading presentation--the cassette tape transcribed into a reading booklet. Nine experimental groups were matched for reading level and prior social studies test scores.

Results showed a positive relationship between imagery ability and social studies learning. Mid-range imagers achieved significantly higher social studies scores for all treatments combined than did low imagers. High imagers achieved significantly higher social studies scores in an audiovisual presentation than did low imagers. Mid-range imagers achieved significantly higher social studies scores in the reading presentation than did high imagers. The results confirmed the Piaget and Piavio views of the continued value of imagery as a mediator of cognitive learning beyond childhood.

Findings were interpreted to negate the generally held notion of audiovisual presentation being the most efficient method of teaching for all students. 165 pp.

Order no. 7911253

135. Montgomery, Jeanne Delores, Ed.D. (experimental/elementary)
Auburn University, 1980

THE RELATIONSHIPS BETWEEN SOCIAL STUDIES ACHIEVEMENT, SELECTED REFERENCE STUDY SKILLS AND PERSONAL VARIABLES OF SIXTH GRADE STUDENTS

Achievement
Reference study skills
Sex
Race

The study investigated the relationship between social studies achievement and selected reference study skills of sixth grade students. The relationships between sex, race, treatment, and social studies achievement were also examined.

The sample, 133 sixth grade students, was assessed on the Social Studies Subtest and Reference Skills Subtest of the Comprehensive Test of Basic Skills. Reading comparability was established using the California Achievement Test. Lesson plans were specifically designed for the study. The treatment group received instruction in study skills in social studies, while the nontreatment group received study skills only in the reading curriculum.

A significant positive relationship was found between social studies achievement and reference study skills scores. No significant relationship was found between sex or race of students and social studies achievement. 172 pp.

Order no. 8014428

136. Reinke, Robert Wayne, Ph.D. (experimental/secondary)
University of Minnesota, 1982

THE APPLICATION OF AN EDUCATIONAL PRODUCTION FUNCTION MODEL IN DETERMINING THE DIFFERENTIAL EFFECTS OF ALTERNATIVE TEACHING PROCEDURES IN JUNIOR HIGH SCHOOL SOCIAL STUDIES

Economics education
Teaching methods

This study evaluated an educational production function model for making educational decisions for the classroom. The model incorporated 16 input variables categorized as institutional, prior knowledge and ability, student characteristics, socio-economic

attitude, or peer influence. Model processes were textbook/lecture, multi-strategy without simulation, and multi-strategy with simulation.

Outputs were gain scores and posttest scores in economic content acquisition, skills development, and attitude formation. The study was conducted at a Minneapolis junior high school. Ninth graders were randomly assigned to 1 of 12 experimental or control groups.

Findings supported the effectiveness of the experimental economic education processes as compared to control group content acquisition. Multi-strategy with simulation was unique in teaching skills development, while the multi-strategy process influenced attitude formation. Few input characteristics interacted significantly with each educational process. 181 pp.

Order no. DA8301994

137. Ritt, Sharon Isaacson, Ed.D. (descriptive/elementary)
Northern Arizona University, 1977

SOCIAL STUDIES CONCEPT ATTAINMENT OF NAVAJO AND ANGLO SIXTH GRADE STUDENTS

Concept learning
Navajo Indian students

The study examined differences between Anglo and Navajo Indian students, between boys and girls in each group, between students using two different textbooks, and between students living in four different Arizona cities. Tested were the levels, kinds, and depth of social studies concept understanding of sixth grade students.

The researcher designed a 120-question social studies concept test based on 10 concepts which was administered to 160 Navajo and Anglo students. The final sample consisted of 30 Navajo and 30 Anglo students randomly selected from students who had taken the concept test.

Findings included: (1) Anglo students scored significantly higher on the total concept test than Navajo students, (2) students in both groups had low concept scores for "democracy" and "government," (3) both groups understood geographic concepts better than cultural concepts, and (4) few differences were noted between boys and girls within each ethnic group.

The researcher asserted that greater emphasis is needed on creating depth of social studies concept understanding for both Navajo and Anglo students. For bilingual students, vocabulary development was considered a necessary part of concept development. 222 pp.

Order no. 7717168

138. Searles, Harry, Ph.D. (developmental/secondary)
The Ohio State University, 1980

A METHODOLOGICAL APPROACH TO THE INITIATION OF REFLECTIVE THINKING IN THE SECONDARY SOCIAL STUDIES CLASSROOM

Reflective thinking
Teaching methods

The purpose of the study was to develop a methodological approach to initiating reflective thinking in secondary social studies. The researcher sought to identify specific teaching techniques which would translate Dewey's theory of How We Think into practical procedures.

Examination of beliefs is considered fundamental to reflective thinking. Five techniques were identified as representative of a large number of techniques that have a propensity to cause students to express beliefs. 223 pp.

Order no. 8022343

139. Shaw, Terry Joe, Ed.D. (experimental/elementary)
Oklahoma State University, 1977

THE EFFECTS OF PROBLEM SOLVING TRAINING IN SCIENCE UPON UTILIZATION OF PROBLEM SOLVING SKILLS IN SCIENCE AND SOCIAL STUDIES

Study skills
Process skills
Data interpretation
Operational definitions
Hypothesis formation

The study examined the effect of a process oriented science curriculum on the ability of sixth grade students to utilize the problem solving skills of controlling variables, forming hypotheses, interpreting data, and defining operationally.

Subjects were randomly assigned to treatment and control groups. Treatment consisted of 24 weeks of activity from Science. . . A Process Approach II (SAPA II). Two investigator-designed process-oriented instruments in science and social studies were administered.

The treatment group scored significantly higher on the problem solving skills portion indicating that problem solving skills can be taught by the process oriented science curriculum and that these processes will transfer to social studies content.

Data supported a hierarchical model of process skills strongly suggesting that mastery of basic skills is a prerequisite to proficiency in problem solving skills. 167 pp.

Order no. 7801332

140. Stahl, Robert John, Ed.D. (analytical/college)
Northern Illinois University, 1977

A CRITICAL ANALYSIS OF EXPERIMENTAL DOCTORAL RESEARCH IN METHODS OF TEACHING SECONDARY SOCIAL STUDIES, 1958-1975

Teaching methods
Research

The purpose was to identify, critically analyze, and synthesize experimental doctoral research pertaining to social studies methodology and teaching practices conducted in American colleges and universities between 1958 and 1975.

Forty-one dissertations, classified as method approach, method arrangement, and method technique were analyzed. A synthesis of findings was presented.

In addition, the areas of greatest weakness observed in the studies were reviewed, including failure to state basic assumptions, limitations of the study, and inadequate experimental design. The researcher noted that 54 percent of the studies reported findings that were not statistically significant. Recommendations for further research were included. 299 pp.

Order no. 7720892

141. Stegink, LeRoy Dale, Ph.D. (descriptive/secondary)
Michigan State University, 1979

THE DIFFUSION OF A SOCIAL STUDIES TEACHING METHOD THROUGH NATIONAL UNION OF CHRISTIAN SCHOOLS DISTRICT II HIGH SCHOOLS

Curriculum
New Social Studies
Simulation games
Diffusion theory

As a means of investigating the extent to which elements of the New Social Studies have appeared in classrooms and whether there is a theory which explains the presence of these elements, the study examines the diffusion of the use of simulation games as a teaching technique in eight private Christian high schools.

Data were gathered by a questionnaire administered to 240 teachers with an 82 percent return including 30 of the 35 social studies teachers. Analysis of the data was conducted in the framework of the Social Interaction Theory of Innovation Diffusion.

Results reported include: (1) a significant negative relationship between size of the school population and the time of adoption of a simulation game as teaching technique, (2) a significant positive relationship between the aspiration of social studies teachers and

time of adoption of simulation games, (3) a significant positive relationship between time of adoption of simulation games and positive attitude toward education by social studies teachers. 141 pp.

Order no. 8013801

142. Tighe, Mary Ann, Ph.D. (descriptive/secondary)
University of Pittsburgh, 1979

A SURVEY OF THE TEACHING OF COMPOSITION IN THE ENGLISH CLASSROOM AND IN THE CONTENT AREAS OF SOCIAL STUDIES AND SCIENCE

Writing skills
Reading
Composition

The study sought to assess if and how writing is being taught outside of English classes. A survey questionnaire was mailed to English, social studies, and science teachers of grades 7-12 in a western Pennsylvania school district.

The results of the survey indicated a difference in the way composition is taught in the English classroom and in the content areas of social studies and science. English teachers tend to assign longer compositions and to assign them more often. English teachers use a wider variety of prewriting strategies, encourage more reflexive writing, and emphasize both syntax and rhetorical skills as well as mechanics, organization, and intellectual strategies which are stressed in the content areas. Social studies and science teachers' main focus is content and information. 194 pp.

Order no. 7924743

143. Tweet, Claudia Ann Clague, Ed.D. (experimental/elementary)
Montana State University, 1980

THE EFFECTS OF THE IMPLEMENTATION OF CREATIVITY TRAINING IN THE ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM

Curriculum
Teaching procedures
Creativity training

This study established three types of experimental groups to test the impact of creativity training on fifth and sixth grade students. Type 1 experimental groups had creativity training incorporated in their social studies curriculum, Type 2 experimental groups had creativity training dispersed throughout the curriculum, and Type 3 were non-treatment groups. The Torrance Test of Creative Thinking and the Test for Inquiry Social Studies were used.

Results showed that mean scores for Type 1 groups on the social studies test were significantly higher than Type 2 and Type 3 groups. Creativity mean scores of both Type 1 and Type 2 groups were significantly higher than Type 3 on subtests of fluency and originality.

Indications were that creativity skills had been increased by either teaching strategy but that social studies skills were increased only by the Type 1 procedure. It was recommended that creativity training be included in social studies and other elementary education. 220 pp.

Order no. 8017751

144. Wheasler, Lois J. Shaw, Ph.D. (experimental/general)
University of Wyoming, 1977

A COMPARISON OF METHODS OF TEACHING SOCIAL STUDIES CONDUCTED IN SIX FIFTH-GRADE AND TWELVE EIGHTH-GRADE CLASSES IN ALBANY COUNTY SCHOOL DISTRICT NO. 1, LARAMIE, WYOMING.

Teaching methods
Lecture
Textbooks
Role-playing
Simulation
"Hands on" mode

The learning growth of students utilizing two different social studies teaching methods (1) lecture/textbook method and (2) role playing, simulation, and "hands on" mode, were compared.

Both experimental and control groups were pretested and posttested. They studied the historical era of the Declaration of Independence. Control groups used texts, while the experimental groups used activities prescribed in the "Pens for Liberty" trunk.

Conclusions were that the activities method (1) increased knowledge more than lecture/textbook methods, (2) increased conceptual understanding, and (3) was more beneficial to the fifth grade students. 105 pp.

Order no. 7800179

145. White, Regina T. Mandel, Ed.D. (experimental/secondary)
St. John's University, 1981

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SELECTED INSTRUCTIONAL METHODS AND SELECTED ELEMENTS OF EMOTIONAL LEARNING STYLE UPON STUDENT ACHIEVEMENT IN SEVENTH GRADE SOCIAL STUDIES

Learning style
Teaching methods
Achievement

This study examined whether congruence between learning style and teaching method would result in higher achievement.

Subjects were 80 suburban, middle-class, Caucasian seventh grade students from a sample of 161 students who had been tested with the Learning Style Inventory and the California Psychological Inventory. Half scored low in persistence and responsibility and half scored high. Students of each group were randomly and equally assigned to either a self-directed or teacher-directed class. Pretests and posttests of achievement of specific objectives provided additional data.

Results of the data analysis showed no interaction between learning styles and the selected teaching methods. However those students identified as more persistent and responsible scored significantly higher on the achievement test. 138 pp.

Order no. 8119626

Citizenship, Law-Related, and Political Education

146. Carroll, Ronald Jackie, Ph.D. (descriptive/general)
The University of North Carolina at Chapel Hill, 1981

AN EXAMINATION OF CONCEPTUAL PROBLEMS IN TEACHING CRITICAL THINKING IN SOCIAL STUDIES EDUCATION

Critical thinking
Citizenship education
Thinking process
Instructional strategies

This study examined the status of the objective of critical thinking in American citizenship education, with special reference to its role in social studies education. The research hypothesis guiding the study stated that the critical thinking gap in social studies education is partially the result of disagreement and uncertainty over the processes involved in the act of critical thinking and confusion of thinking processes, styles, and strategies.

The study primarily involved descriptive research, focusing on the literature of critical thinking. An extensive survey of relevant literature was conducted.

Findings indicated three areas of conceptual weakness in regard to critical thinking in the social studies literature. Implications of the study suggest that the critical thinking gap in social studies education is partially a conceptual problem and underscores the need for clarification of the nature and meaning of the concept "critical thinking." Development of a standard operational definition and implementation of that definition in instructional situations are needed. 359 pp.

Order no. 8125562

147. Clayton, Francis Alonza, Ed.D. (experimental/secondary)
University of Southern Mississippi, 1978

A STUDY OF ATTITUDE AND OPEN- AND CLOSED-MINDEDNESS OF SENIORS IN SOCIAL STUDIES CLASSES IN A SELECTED SENIOR HIGH SCHOOL

Methodology
Curriculum
Elective courses
Required courses

This study examined effects of a required course on Americanism vs. Communism. Student attitudes toward the course and their open- and closed-mindedness were measured. The effects of inquiry teaching in this context were also examined.

Subjects were Florida high school seniors. The control group was composed of 276 students in elective courses, while the experimental group contained 313 students. One part of the experimental group was taught in the traditional approach and another was taught using inquiry method. Data were collected from pre- and posttests using the Remmers Attitude Toward Any School Subject Scale and the Rokeach Dogmatism Scale.

Among the findings reported were: (1) students in elective courses showed more positive attitudes toward the course than students enrolled in American vs. Communism course--inquiry or traditional; (2) in elective social studies courses, the students evidenced an increase in positive attitude toward the course, but it was not significant; (3) student scores evidenced close-mindedness in Americanism vs. Communism taught by traditional and inquiry method; (4) students in the inquiry Americanism vs. Communism course experienced positive change in dogmatism scores but they remained close-minded; (5) in elective courses, students evidenced a negative movement in dogmatism but they remained open-minded. 77 pp.

Order no. 7818958

148. Fielding, Glen David, Ph.D. (experimental/secondary)
University of Oregon, 1980

A COMPARISON OF AN INQUIRY-ORIENTED AND A DIRECT INSTRUCTION APPROACH TO TEACHING LEGAL PROBLEM SOLVING TO SECONDARY SCHOOL STUDENTS

Law-related education
Teaching methods

The study examined: (1) the need to investigate the generalizability of direct instruction to a high school setting, (2) the need to test the claims of inquiry teaching, and (3) the need to clarify the relationship between teaching method, task complexity, and relevant student aptitudes.

Subjects were 33 high school juniors and 9 seniors, randomly assigned to either a direct instruction or an inquiry group. The direct instruction and inquiry treatments were differentiated in terms of the teaching functions of soliciting, reacting, and reviewing. After six hours of instruction, students completed two multiple choice tests, an essay of legal problem solving, an "opinion" test, and an attitude questionnaire. The multiple choice and essay tests were readministered two weeks after the initial posttests as retention measures.

Analysis of data indicated that direct instruction students outperformed inquiry students on the knowledge test and on the composite multiple choice test. Direct instruction students did significantly better on the initial essay, but not on the retention essay. No statistically significant differences were found between treatments on the opinion test. Results suggested that direct instruction can be adapted successfully to an innovative curriculum in a high school setting and that this method, in comparison with inquiry teaching, yields superior outcomes on knowledge acquisition and application tasks. 260 pp.

Order no. 8101831

149. Hersch, Phyllis Hearst, Ph.D. (experimental/secondary)
Brandeis University, 1977

AFFECTING ATTITUDES OF EIGHTH-GRADE STUDENTS TOWARD THE CRIMINAL JUSTICE SYSTEM THROUGH PARTICIPATORY LEARNING

Law-related education
Citizenship education
Participatory education

The Orientation to the Criminal Justice System program was designed to introduce eighth grade students to the administration of law and justice. It was specifically designed as a participatory learning experience, combining both a didactic and experimental component.

Each class, after studying a curriculum unit about the judicial process, came to court for a day, participating in both an arraignment session and a jury trial.

The program was evaluated using a pretest-posttest control group design. Eighteen scales measured student attitudes toward the criminal justice system; the concepts of law, justice and punishment; authority figures within the court; and the offender.

Participation had a positive effect on student attitudes toward the criminal justice system. Students who did not participate developed negative attitudes toward the system. The program had a long-range positive effect on student attitudes. 245 pp.

Order no. 7725041

150. Kelly, Thomas Edward, Ph.D. (descriptive/secondary)
The University of Wisconsin-Madison, 1980

THE PROBLEMS EXPERIENCED BY ADOLESCENTS ENGAGED IN CIVIC ACTION PROJECTS: A CASE STUDY

Experimental education
Community Studies Program
Citizen participation
Humanistic development
Democratic education
Curriculum

Participant-observer data were collected on 13 high school juniors and seniors who were volunteers in the Community Studies Program, which integrates instruction in political processes, communication skills, and field experiences.

Problems in goal attainment which groups of students experience during involvement in social action projects formed the major focus of this study. Four general problems were identified: (1) shortcomings in commitment, (2) competence, (3) "concreteness," and (4) leader-follower relations. Also inadequately resolved were the issues of autonomy, equality, and leadership. Recommendations and issues related to resolving these problems were discussed. 276 pp.

Order no. 8023416

151. McBride, Ruth Turner, Ph.D. (descriptive/general)
The University of Arizona, 1979

THE CONCEPT OF POLITICAL EDUCATION: AN EXERCISE IN REPUBLICAN THOUGHT

Political education
Political participation
Citizenship education
Political theory

This theoretical treatment of political education is based on the tradition of discourse of classical republicanism which involves the transformation of the natural individual into a citizen.

Education for civility was defined as having two dimensions: (1) an individual must gain community membership through cultural understanding, and (2) an individual must be taught to participate in the ruling of the community. Problems of tension between the two dimensions were analyzed. 96 pp.

Order no. 7923186

152. Moon, Ted William, Ed.D. (experimental/elementary)
University of Kentucky, 1978

THE EFFECTS OF TWO SOCIAL STUDIES SIMULATION GAMES ON SIXTH GRADE STUDENTS' ATTITUDES TOWARD INTERNATIONAL RELATIONS

International relations
Simulation games
Teaching methods

The objective of this study was to examine the effectiveness of two simulation games, Crisis and Dangerous Parallel, in changing sixth grade students' attitudes toward international relations.

A posttest-delayed posttest design using the International Attitude Scale was employed in 29 6th grade classes in Kentucky. The classes were randomly assigned by schools to one of the two simulation game groups or to the control group. The control group continued with its regular social studies program. Treatment 1 utilized the Crisis simulation and Treatment 2 utilized Dangerous Parallel.

Among the major findings was that the experimental groups employing the Dangerous Parallel game had a more positive attitude immediately following the treatment when compared to the control group. However, there was no significant difference on the attitude tests one month after the experiment between experimental and control groups. 97 pp.

Order no. 7927703

153. Murphy, Anne Christine, Ed.D. (descriptive/secondary)
Boston University School of Education, 1981

THE EFFECTIVENESS OF THE SOCIAL STUDIES TO ATTAIN ITS GOAL OF CITIZENSHIP EDUCATION

Citizenship education
Teaching method
Classroom climate

Social studies programs in Shrewsbury High School from 1967 to 1975 were studied as an example of the change in the discipline. It was hypothesized that one program was a traditional/cognitive program taught in a teacher-centered environment and based on lecture emphasizing non-controversial issues; the second was an elective/affective program reflecting the inquiry approach and emphasizing open discussion of controversial issues; and the third was a transition between the two programs.

The Citizen Education Assessment (CEA) was given to 1971, 1973, and 1975 graduates of the high school to collect data needed to test the hypotheses. The CEA questions dealt with content, methods, and environment of the classes.

Findings were in part: (1) there was no difference in treatment or time allocated to discussion of controversial issues, (2) there was no difference in the citizenship practices of graduates from the different programs, (3) the elective/affective students felt free to express their opinions, and (4) all teachers were considered knowledgeable by students. 215 pp

Order no. 8112261

154. O'Neill, James Steven, Jr., Ed. (experimental/secondary)
University of Georgia, 1980

THE EFFECTS OF A TEAMS-GAMES-TOURNAMENTS REWARD STRUCTURE ON THE SELF-ESTEEM AND ACADEMIC ACHIEVEMENT OF NINTH GRADE SOCIAL STUDIES STUDENTS

Teams-Games-Tournaments
Cooperative learning
Political science
Classroom climate

The researcher hypothesized that the use of student teams and the use of subject-correlated teams and game materials would increase academic achievement. It was further asserted that students working together to gain a common objective would result in an enhanced social climate reflected in higher self-esteem.

A six-week study was conducted in a large suburban Atlanta school using two treatment classes and two control classes of freshman government. No significant difference in academic achievement between treatment and control groups was found. However, in treatment classes peer tutoring was improved, classroom discipline problems were minimized, and students expressed greater interest in the subject matter and expressed the belief that they had learned more. 143 pp.

Order no. 8107937

155. Saenz, Rudolph, Ph.D. (experimental/secondary)
The University of Michigan, 1977

DEVELOPMENT OF AN INTERDISCIPLINARY COURSE COMBINING SPANISH AND SOCIAL STUDIES

Foreign language
Interdisciplinary studies
Curriculum

An interdisciplinary course was developed which fused goals, content, and methods of teaching current events and Spanish. The integrated program was tested by using specially developed pretest and posttest instruments. Experimental students were enrolled in a Spanish language course as well as in a new bilingual course. Control students were only enrolled in a Spanish language course.

The experimental group was successful in significantly improving student oral and written translation skills and verbal skills but not attitudes. The study supported the feasibility of foreign language interdisciplinary courses as enrichment to and expansion of traditional programs. 234 pp.

Order no. 7718108

156. Sheneman, Carl Stephen, Ph.D. (descriptive/general)
The Ohio State University, 1980

THE ROLE OF THE 4-H YOUTH PROGRAM OF THE OHIO COOPERATIVE EXTENSION SERVICE IN CITIZENSHIP EDUCATION

Citizenship education
4-H Youth Program
Cooperative extension

The study examined the citizenship education role of the 4-H Youth Program conducted by the Ohio Cooperative Extension Service. A questionnaire was mailed to 120 Ohio extension service faculty members. Interviews were conducted with directors and assistant directors.

Conclusions included: (1) the predominant perception of a democratic citizen was as participator in decision making regardless of age, (2) skills and attitudes were emphasized more than knowledge, (3) group dynamics and leadership were emphasized, (4) law, international relations, elections/political sessions, 4-H club governance, U.S. flag etiquette, leadership development projects, community improvement projects, and service on adult boards and commissions were least emphasized. 161 pp.

Order no. 8015924

157. Stentz, Michael Charles, Ph.D. (descriptive/general)
Indiana University, 1979

THE IMPACT OF AN EXPERIMENTAL POLITICAL EDUCATION PROGRAM ON THE POLITICAL SELF-CONFIDENCE OF AMERICAN HIGH SCHOOL STUDENTS

Experiential education
Political education
Political participation
Citizenship education

The study evaluated the impact of the experiential education program, Close Up (a week-long government studies program in Washington, D.C. for high school students) for its effect on attitudes of political self-confidence. The political self-confidence measure was developed as a modification of political efficacy scales which were considered to lack validity for students.

Results showed that Close Up had considerable short term impact on political self-confidence over a comparison group. However, persistence over time and effects on actual political behavior could not be assessed. 326 pp.

Order no. 7921310

Economics Education

158. Miller, Steven Lawrence, Ph.D. (experimental/general)
The Ohio State University, 1980

THE EFFECT OF THE "TRADE-OFFS" SERIES ON STUDENT UNDERSTANDING OF AND ATTITUDE TOWARD ECONOMICS

Economics
Teaching methods

The study was designed to assess the impact of the "Trade-Offs" video series as used by trained teachers on student understanding of and attitude toward economics.

A quasi-experimental design was used with third through ninth grade students. A statistically similar experimental group of 123 students and a control group of 206 students were established. Experimental and control group teachers were found to be statistically equivalent. Experimental teachers were trained in the use of "Trade-Offs" and used the series in the classrooms with their students. Both experimental and control groups were posttested for economic understanding and attitude toward economics.

Findings indicated no statistically significant difference in posttest economic understanding for experimental and control groups. Posttest attitude data indicated a favorable impact on experimental students at the conventional minimal level of significance. The experimental teacher posttest scores were found to be substantially higher, but not statistically different from those of the control group after controlling for other factors. The impact of teacher posttest scores on student posttest economic understanding was found to be insignificant. 129 pp.

Order no. 8100204

159. Phillips, Beverly Loraine, Ed.D. (experimental/secondary)
University of the Pacific, 1980

A STUDY OF THE RELATIONSHIP BETWEEN ECONOMIC EDUCATION AND FORMAL REASONING IN NINTH GRADE STUDENTS

Economics
Teaching methods

Investigated was the relationship between the use of instructional materials of the economic education project at the University of the Pacific and movement into formal operations.

Data were collected in four northern California secondary schools involved in field-testing case studies from a project unit. Eight 9th grade social studies classes receiving instruction in economics were the experimental group and eight classes not receiving economics instruction were the control group. Measurements used were the Piagetian Assessment of Formal Thinking and the Junior High School Test of Economics.

Findings did not provide definitive results regarding the efficacy of instruction on increasing the use of formal operation. The experimental group did make significant gains in cognitive development, but so did the control group. According to the researcher several factors may have affected results: (1) treatment time was insufficient to develop an internal process of self-regulation, and (2) some participatory activities were used little or not at all due to time constraints. 137 pp.

Order no. 8025040

160. Schug, Mark Christ, Ph.D. (descriptive/general)
University of Minnesota, 1980

THE DEVELOPMENT OF ECONOMIC REASONING IN CHILDREN AND ADOLESCENTS

Cognitive development

The purpose was to test the applicability of Piaget's cognitive development theory to the development of economic reasoning.

A structural interview protocol consisting of a series of questions and hypothetical problems was developed from concepts from the Master Curriculum Guide for the Nation's Schools of the Joint Council on Economic Education. Interviewed were 72 students in grades 1, 4, and 9. Data from the interview transcripts were coded into descriptive categories. Trained readers used these categories as a manual for reading and scoring data. Three stages of economic reasoning emerged in responses about the concepts of economic wants, limited income, and monetary value. These were labeled unreflective, transitional, and reflective. Responses about the concepts choice, opportunity cost, voluntary exchange, and price mechanism were generally less diverse and were labeled unreflective and reflective. Grade differences in average percentages of reflective economic reasoning were tested for statistical significance. Student responses were examined to establish the highest level of economic reasoning attained by each student by each concept.

Three major conclusions were: (1) the quality and pattern of student economic reasoning indicated that cognitive development theory was a useful predictive tool in explaining how students of high cognitive ability reason about basic economic concepts; (2) the rate by which reflective economic reasoning developed in high ability students varied somewhat by grade and concept although the general pattern was roughly a steady increase with grade; and (3) there were no sex or grade differences in how high ability males and females in grades one, four, and nine reason about basic economic concepts. 146 pp.

Order no. 8109508

161. Van Bockern, Steven Lester, Ed.D. (experimental/elementary)
University of South Dakota, 1979

COGNITIVE AND ATTITUDE ASSESSMENT OF TRADE-OFFS: AN ECONOMIC EDUCATION PROGRAM

Economics
Methodology
Curriculum

This study examined the effect of viewing "Trade-Offs" on the economic knowledge and attitudes of selected sixth grade teachers and their students, as measured by normed and validated cognitive and attitudinal economic tests.

Twenty-one teachers, with their intact classrooms, were randomly selected and assigned to one of three groups. The control group did not view "Trade-Offs." The first experimental group viewed "Trade-Offs" only. The second experimental group had teachers who had attended a six-hour inservice "Trade-offs" workshop and who presented selected activities and discussions to the students after viewing.

Findings, in part, were: (1) viewing "Trade-Offs" followed by activities generated more positive attitudes and greater understanding of economic concepts than simply viewing "Trade-Offs" for both students and teachers, (2) high scores on the Iowa Test of Basic Skills and the Lorge-Thorndike Intelligence Tests were significantly correlated with students' economic knowledge, (3) students' socio-economic backgrounds seemed to have a significant effect on their economic knowledge but not on their economic attitudes, and (4) students whose teachers had past economic preparation seem to have more positive economic attitudes. 145 pp.

Order no. 7919043

Geography and Global Studies

162. Callahan, Raymond John, Ph.D. (experimental/elementary)
The University of Connecticut, 1979

THE EFFECTS OF MEDIA PRODUCTION AND MEDIA EXPERIENCES ON THE LEARNING ACHIEVEMENT AND ATTITUDE OF ELEMENTARY SCHOOL STUDENTS TOWARDS SPECIAL SUBJECT AREAS IN SOCIAL STUDIES

Teaching methods
Media production
Map and globe skills
Geography

The main problem investigated was whether a difference in student achievement and attitude would result from studies dealing with map and globe skills when teaching and learning activities were organized around a student television program production. Specific questions posed were: (1) What is the most effective method in terms of student achievement--television production approach, media resources approach, or print media? (2) Does involvement in media production result in higher achievement? and (3) Will involvement in media production change students' attitudes towards social studies?

Subjects were 18 classes of fourth, fifth, and sixth grade students in the West Hartford, Connecticut, Public Schools. They were randomly assigned to one of the three teaching approaches: media production approach, media resources approach, and print media approach.

Test results failed to show significant differences in student achievement. However, data showed that student attitudes toward social studies at the fifth grade level were positively affected by the media resources approach, which involved an array of media resources and production of a multimedia package. 237 pp.

Order no. 8008143

163. Evans, Marlene Jane, Ph.D. (experimental/general)
Syracuse University, 1978

THE EFFECTS OF ATTITUDES ON THE APPROACH TO MAPS: CONTRIBUTION TO THE THEORY OF MAP PERCEPTION

Maps
Geography
Student attitudes

The purpose of the study was to assess attitudes toward maps, particularly those attitudes evoked on encountering maps. The approach was considered critical, since it influences whether a map will be read and cartographic communication occurs.

A semantic differential instrument of 55 word pairs was used to explore the belief, evaluative (attitude), and perceptual-interpretive dimensions of the concept and selected percepts of maps from four sets of responses from 139 students.

Findings were that concept exhibits the strongest mean response when compared to mean response values for percepts. Informational maps elicited the weakest response means for the majority of word-pairs for the attitudinal and belief descriptors. Maps were liked by 93 percent of the students. Disliked were: informational, 29 percent; pictorial, 13.4 percent; and quantitative, 17.2 percent. 301 pp.

Order no. 7914209

164. Martin, Alfred M., Ph.D. (experimental/elementary)
Fordham University, 1977

EVALUATION OF A FIFTH GRADE MAP SKILLS UNIT

Map skills
Geography
Curriculum

The study assessed the effectiveness of an intensive ten-week fifth grade map skills unit through a four-phased evaluation process: standardized testing, criterion-referenced testing, teacher evaluation of the unit through structured interview, and pupil response

to a questionnaire. Specific map skills in the unit included distance and direction, locating regions, scale of miles, longitude and latitude, keys and symbols, and landscape features.

Subjects were 74 New Jersey fifth grade students in three classes. The Iowa Basic Skills Map Reading Test and the Criterion-referenced Test of Map Skills were used as pre- and posttests.

Results showed significant change for each of the six skills evaluated. Both students and teachers had a positive reaction to using the specific unit in the classroom. 213 pp.

Order no. 7728086

165. Mitsakos, Charles Leonidas, Ed.D. (experimental/elementary)
Boston University School of Education, 1977

AN EXAMINATION OF THE EFFECT OF THE FAMILY OF MAN SOCIAL STUDIES PROGRAM ON THIRD GRADE CHILDREN'S VIEWS OF FOREIGN PEOPLES

Curriculum
Global education
Ethnocentrism

The study was designed to test the effects of The Family of Man social studies program as follows: (1) compare perceptions children have of other nations and peoples, (2) compare evaluative descriptions used to describe culturally different people engaged in culturally universal activities, (3) determine the level of ethnocentrism, (4) determine the effect of curriculum on achievement, and (5) compare attitudes.

One treatment group was composed of 21 intact third grade classes who studied Family of Man for three years. The second group was composed of 11 third grade classes subjected to a well-organized social studies program. A third treatment group of 10 intact classes had a program with no well-defined objectives. The three instruments used were Describing Nations, Agree or Disagree, and People Pictures.

Findings showed that the first group had a more favorable view and understanding of foreign peoples and had achieved higher level cognitive skills. There was no significant difference in ethnocentrism or attitude toward social studies and global education. 217 pp.

Order no. 7711370

166. Wilson, Peter Stephen, Ph.D. (descriptive/elementary)
The Ohio State University, 1980

THE MAP REASONING DEVELOPMENT OF PUPILS IN YEARS THREE, FIVE, AND SEVEN AS REVEALED IN FREE RECALL SKETCH MAPS

Spatial reasoning
Map skills
Geography
Child development

The study was principally based on the works of Piaget and Inhelder (1956) who asserted that one of the best ways of determining a child's level of development in spatial reasoning was to have the child draw a map. The map reasoning development consisted of 196 elementary school children in third, fifth, and seventh years. The two dependent variables were free recall sketch maps of a common, familiar, meso size area. Activities on these maps were related to ten independent variables.

Conclusions were that non-verbal and verbal I.Q., general ability, reading age and the Iowa Test of Basic Map Skills identified and predicted the level of development of pupils' map reasoning. Proportion was for students the hardest map element to work with followed by arrangement, abstraction, and perspective. 536 pp.

Order no. 8107412

United States and World History

167. Armstrong, Williease, Ed.D. (descriptive/secondary)
East Texas State University, 1981

AN ANALYSIS OF COGNITIVE STYLE PROFILES AND ABILITY GROUPINGS IN AMERICAN HISTORY AMONG SECONDARY SCHOOL STUDENTS IN CADDO PARISH, SHREVEPORT, LOUISIANA

Cognitive style
Teaching methods
Curriculum materials

The study examined whether there was an identifiable composite "cognitive style" for "basic" (male and female) and "enriched" (male and female) American history students at the secondary level.

The sample included 100 "basic" and 100 "enriched" students. Cognitive style was assessed by the Cognitive Style Mapping Booklet instrument. A 70 percent occurrence was set as the definitional criterion.

Composite cognitive styles for "basic" male and female and "enriched" male and female American history students were identified. Partial conclusions drawn from the data were that curriculum materi-

als and instructional strategies should be developed considering differences of cognitive styles, and that a thorough investigation of the correlation of teacher "cognitive styles" and individual "cognitive styles" of students as well as ability grouping in the learning process should be attempted. 118 pp.

Order no. 8207860

168. Chermark, Jerome Steven, Ed.D. (descriptive/secondary)
Boston University School of Education, 1981

THE RELATIONSHIP BETWEEN INQUIRY TEACHING PROCESS AND STUDENT ACHIEVEMENT IN ADVANCED PLACEMENT AMERICAN HISTORY CLASSES

Methodology
Inquiry skills
Advanced Placement skills

The study examined the relationship between selected social studies teaching methods and development of secondary students' inquiry skills. Teaching methods were measured in Advanced Placement (AP) American history classes by a teacher checklist instrument developed by the researcher. Instructors who emphasized direct discovery methods based on the Fenton model were differentiated from those who emphasized expository methods. The Carnegie Skills Test (CST) and the College Board's AP Examinations were used as criterion measures for inquiry skills.

Findings were that inquiry students scored significantly higher on the AP Test document-based questions, but that there were no significant correlations between inquiry teaching and performance on the CST nor on the higher cognitive level AP test multiple choice segment. 114 pp.

Order no. 8126688

169. Green, Robert Phillip, Jr., Ed.D. (descriptive/secondary)
University of Virginia, 1977

A CLASSROOM ADAPTATION OF HISTORICAL METHOD

History
Methodology
Skills

Historical method and a classroom adaptation of that method are described in the context of learning models suggested by John Dewey, Jerome Bruner, and Robert Gagne.

Results of a test of the adaptation in a one-semester U.S. history course are presented in descriptive analysis and a statistical eval-

uation. It is argued that for college-bound students the method studied would provide the practice in reading, writing, and thinking skills necessary to continued academic achievement. 100 pp.

Order no. 7901136

170. Heller, Terry Lynn Hobbs, Ph.D. (experimental/secondary)
The University of Texas at Austin, 1977

AN EVALUATION OF THE EFFECT OF AN INQUIRY-ORIENTED SOCIAL STUDIES CURRICULUM, TEACHER COGNITIVE PREFERENCE, AND STUDENT CHARACTERISTICS ON THE COGNITIVE PREFERENCES OF STUDENTS

Curriculum
Teaching methods
Inquiry
Cognitive preferences
Texas history

Investigated were the cognitive preferences of teachers and students in both inquiry and non inquiry classrooms. The research sought (1) to develop a cognitive preference profile for seventh grade levels in Texas history, and (2) to evaluate summatively the effect of curriculum, teacher cognitive preference, achievement, and sex of student on student cognitive preferences.

The study was conducted in public and private suburban school systems in Austin, Texas. Subjects were 250 pupils in 10 seventh grade Texas history classes. Data collected from teachers were scores on the Cognitive Preference Exam II. Data collected from students were pretest and posttest scores on Cognitive Preference Profile: Texas History, which was developed for the study.

Findings showed that text, teacher cognitive preference, and sex of student were not significant. There were significant differences among achievement levels with regard to cognitive preference for application. Pre- and posttesting showed significant interaction for sex by text, teacher cognitive preference for text, and sex by achievement by text. 104 pp.

Order no. 7807317

171. Hunter, William Gale, Ed.D. (experimental/secondary)
Southern Illinois University at Edwardsville, 1981

THE EFFECT OF STUDENT KNOWLEDGE OF WRITTEN INSTRUCTIONAL OBJECTIVES ON THE TEACHING-LEARNING PROCESS IN SELECTED ELEVENTH GRADE AMERICAN HISTORY CLASSES

Teaching method
Objectives
American history

The study examined whether providing students with written instructional objectives stated in terms of desired student behaviors would have an effect on the amount of learning in a unit of study.

Posttest only research design was used. Instrumentation included a ten-item list of behaviorally stated instructional objectives dealing with defined concepts and information items included in each film used in the unit, a comprehensive forty-item objective-referenced test, and a Science Research Associates test of educational ability.

Results showed that use of written instructional objectives had a positive impact on student learning. 105 pp.

Order no. 8207737

172. Jones, Charlotte Freeman, Ph.D. (experimental/secondary)
The University of Alabama, 1977

THE DEVELOPMENT OF CREATIVITY, AS EVIDENCED BY FLUENCY, FLEXIBILITY AND ORIGINALITY, AS A RESULT OF DIVERGENT QUESTIONING STRATEGIES IN SECONDARY AMERICAN HISTORY CLASSES

Teaching methods
Classroom climate
United States history

The effectiveness of utilizing divergent questions as a means of increasing the creative abilities of secondary students was tested. Two treatment and two control groups were formed from four groups of eleventh grade American history students. Treatment consisted of ten divergent questions drawn from the Colonial and Revolutionary Era of American history. The Torrance Tests of Creative Thinking, Verbal Test A and B, were employed as pretest and posttest to determine gain scores for fluency, flexibility, and originality.

Partial conclusions were: (1) the teacher is a significant factor in obtaining effective creative development, (2) divergent questions were significant in developing creative thinking but were dependent on the teacher variable, and (3) a non-strict authoritative classroom management system proved more favorable toward creativity. 101 pp.

Order no. 7818874

173. Jones, Thomas Morris, D.A. (experimental/secondary)
Carnegie-Mellon University, 1980

AN APPRAISAL OF TWO APPROACHES FOR TRAINING AMERICAN HISTORY TEACHERS TO APPLY KOHLBERG'S THEORY OF MORAL DEVELOPMENT

Teacher education
Moral development
Teaching strategies

The study evaluated the effectiveness of two teacher training approacnes for instructing high school social studies teachers in a teaching strategy designed to promote moral development.

One approach consisted of a one-week, intensive teacher training institute conducted by members of the Carnegie-Mellon Social Studies Curriculum Center and representatives from the Harvard Center for Moral Education. The other approach presented similar instruction in the form of a teacher training handbook. Data were collected by means of inventories of teachers' perceptions, knowledge, and performance.

Results of the inventories indicated that both groups of teachers found the experience productive and educationally valuable. They also reported a high level of knowledge about the teaching approaches but had difficulty internalizing the theory of moral development. Observations indicated that both groups of teachers were able to successfully conduct moral dilemma discussions in their classrooms. Results of the assessment of change in students' level of moral maturity did not show a statistically significant change between experimental and control classes nor a difference in classes of institute or handbook-trained teachers. 412 pp.

Order no. 8020160

174. Mackey, Warren Cornell, D.A. (developmental/secondary)
Middle Tennessee State University, 1980

THE NEW DEAL: REVOLUTIONARY, EVOLUTIONARY, OR CONSERVATIVE: TEACHING CONFLICTING INTERPRETATIONS IN THE SURVEY COURSE

Teaching methods
Historical method

This study sought to provide history teachers with strategies to facilitate the teaching of conflicting historical interpretations. The focus was on the New Deal as a specific example of an historical period which has been interpreted in many different and conflicting ways.

The author urged careful identification and selection of behavioral objectives to aid in understanding differing historical interpreta-

tions. Strategies discussed were: role playing, simulation, and group work with groups researching and defending a specific school of thought and with one group serving as a panel of judges. 163 pp.

Order no. 8106953

175. Pederson, Neil Gilbert, Ph.D. (experimental/general)
University of Virginia, 1977

AN EVALUATION OF THE EFFECT OF A COMPUTER-ASSISTED TESTING PROGRAM ON INSTRUCTION IN UNITED STATES HISTORY

Testing
Computer assisted instruction
United States history

One objective was to check the reliability and efficiency of a computer-assisted test construction and computer-scoring system. Second, it was hypothesized that student requirement to complete weekly exercises on the computer which were based on questions from the Classroom Teacher Support System (CTSS) item bank would improve student involvement, knowledge, and test-taking ability.

Experimental and control groups were pre- and posttested. The treatment group used pertinent questions from the CTSS item bank. Teachers could allow students to complete the exercises in or outside of class and could regulate their access to outside resources. Surveys were administered to teachers and students to acquire an empirical measure of their opinions of treatment.

Results showed that treatment appeared to increase student ability to answer questions similar or identical to those given in the exercises. However, there was no improvement in scores on a U.S. history standardized test. Finally, the computer scoring system worked satisfactorily and was deemed adoptable. 239 pp.

Order no. 7728615

176. Williams, James Melford, Ed.D. (experimental/secondary)
Auburn University, 1981

A COMPARISON STUDY OF THE EFFECTS OF INQUIRY AND TRADITIONAL TEACHING PROCEDURES ON STUDENT ATTITUDE, ACHIEVEMENT, AND CRITICAL-THINKING ABILITY IN ELEVENTH GRADE UNITED STATES HISTORY

Inquiry method
United States history
Teacher-centered method

The effects of inquiry and traditional teaching procedures on the attitude, achievement, and critical thinking ability of students in eleventh grade United States history were compared.

An experimental group, using the inquiry method, and a control group, using a teacher-centered traditional approach to teaching, were compared on pretests and posttests of attitude toward subject, achievement, and critical-thinking ability, after twelve weeks of exposure.

Results showed: (1) no difference in attitude toward subject, (2) significantly greater achievement in the inquiry group, and (3) no significant difference in critical-thinking ability. 89 pp.

Order no. 8120495

177. Witt, Gary Austin, Ph.D. (experimental/secondary)
The University of Texas at Austin, 1977

HORIZONTAL AND VERTICAL PRESENTATION FORMATS IN WORLD HISTORY INSTRUCTION

Teaching methods
World history
Recall
Recognition

Investigated was the possibility of using a vertical presentation (dates) or a horizontal presentation (countries) as a means of organizing and storing knowledge of world history.

Subjects were 178 ninth grade students assigned to subject pools on the basis of their reading scores and randomly assigned to nine treatment groups, two control groups and one pilot group each with 14 subjects.

A free recall test revealed significant superiority of the most horizontal group over the most vertical group. The cued recall test also indicated superiority but was not statistically significant. The study suggested that the horizontal presentation format is helpful to students expected to recall world history data. A need for further research was indicated. 178 pp.

Order no. 7723048

Behavioral Sciences, Ethnic, Multicultural, and Women's Studies

178. Best, Nancy Dougherty, Ph.D. (experimental/secondary)
The Pennsylvania State University, 1978

EFFECTS OF SPANISH-ENGLISH VOCABULARY INSTRUCTION ON VOCABULARY AND CONTENT LEARNING, SELF-CONCEPT AND SOCIAL DISTANCE IN SECONDARY SCIENCE AND SOCIAL STUDIES CLASSES WITH HISPANIC AND NONHISPANIC STUDENTS

Bilingual education
Vocabulary

The cognitive and affective differences in four student language-ethnic groups and the cognitive and affective effects of Spanish-English vocabulary instruction in English-speaking secondary science and social studies classes were investigated.

The experiment was conducted in two social studies classes in inner city Denver and two science classes in rural Colorado. Ten instructional sessions, five with Spanish-English vocabulary instruction and five without, were conducted with four differing language-ethnic student groups.

Results showed that Spanish-English vocabulary instruction increased scores on the cognitive tests and self-concept test, but no significant mean difference in social distance was found. Implications discussed included the importance of language proficiency assessment in both English and Spanish for Hispanic students, the importance of bilingual instruction for Spanish-speaking Hispanic students and the benefits of parallel bilingual curriculums, materials, and methods. 171 pp.

Order no. 7902576

179. Lin, Yu-Lan, Ed.D. (experimental/elementary)
Boston University School of Education, 1982

THE EFFECT OF IMAGERY INSTRUCTION ON THE COMPREHENSION OF SOCIAL STUDIES BY FOURTH AND FIFTH GRADE BILINGUAL STUDENTS

Bilingual education
Chinese
Spanish
Teaching methods

Investigated was the effect of multisensory imagery instruction on concept building, comprehension, and retention of the social studies text materials by fourth and fifth grade Chinese and Spanish bilingual students.

Subjects were identified as either above or below average English reader, native language reader, and imager by an English proficiency test, the native language proficiency test, and the Betts Questionnaire of Mental Imagery short form, respectively. Experimental procedures included one daily period for seven weeks of teaching seven subunits of the social studies textbook by utilizing imagery instruction. Control groups received the same content material by verbal instruction.

Findings provided strong evidence that imagery instruction facilitated the Chinese and Spanish groups on their concept building, comprehension, and retention of social studies content material. 163 pp.

Order no. DA8220948

180. Mitchell, Rodney Dennis, Ph.D. (experimental/secondary)
University of Washington, 1979

A COMPARISON OF COGNITIVE, INQUIRY SKILLS, AND AFFECTIVE LEARNING RESULTS OF TWO TEACHING STRATEGIES IN EIGHTH GRADE ANTHROPOLOGY

Anthropology
Teaching methods

The study examined the comparative effectiveness of two instructional strategies: inquiry cooperative goal structure/unstructured indirect teacher behavior vs. expository competitive goal structure/structured, directed teacher behavior. Commercially prepared anthropology materials in eighth grade social studies classrooms were used.

Subjects were middle to upper SES middle school students randomly assigned to treatment groups from intact classes. Two criterion-referenced tests were used to measure student outcomes: a cognitive test to measure students' retention of facts and generalizations and an inquiry skills test in which students examined materials related to the teaching unit and produced generalizations based on their analysis. An attitude questionnaire was also used to measure student attitudes toward materials and methods used and toward social studies. All instruments were administered on a posttest only basis.

Findings were: (1) no significant differences were found between groups on the cognitive test, (2) inquiry students performed significantly better on the inquiry skills test, (3) inquiry students recorded significantly more positive attitudes toward materials and methods used, (4) no significant attitude difference existed toward social studies, and (5) no differences based on sex were found. 198 pp.

Order no. 8013564

181. Munoz-Hernandez, Shirley Ann, Ed.D. (ethnography/elementary)
Columbia University Teachers College, 1979

A DESCRIPTION OF VERBAL BEHAVIORS OF HISPANIC TEACHERS AND STUDENTS IN FIFTH GRADE SOCIAL STUDIES CLASSROOMS

Hispanic education
Verbal interaction

Teacher/student verbal interactions in classrooms in which both teacher and students were Hispanic was described. The study was conducted in a large northeastern metropolitan school district.

More than 21,000 individual observations were coded to aid in describing the language of interaction, who is doing the speaking and how long, percent of classroom time spent on various types of interactions, and percent of classroom time spent questioning and responding by teachers.

Results not reported in abstract. 98 pp.

Order no. 8006844

182. Murphy, Barbara Christine Thrash, Ph.D. (descriptive/elementary)
University of Pittsburgh, 1980

A RATIONALE FOR MULTICULTURAL AND MULTIETHNIC CURRICULUM IN EARLY CHILDHOOD EDUCATION: ASSESSMENT OF INSERVICE AND PRESERVICE TEACHER ATTITUDES TOWARD SELECTED CONCEPTS OF ETHNICITY

Cultural pluralism
Teacher attitudes

The study examined cultural pluralism and its impact on education in relation to children's awareness of their racial identity, the advantage of enhancing self-concept based on ethnic heritage, contribution of cultural awareness to early academic success, and fostering and encouraging socialization in group settings by inclusion of multicultural and multiethnic concepts. Search of the literature showed a high level of interest on the topic among social scientists and educators. However, preservice teacher curricula seldom provide knowledge or experience of the cultural diversity of children that will be encountered in the classrooms.

A questionnaire was developed and distributed to groups of inservice teachers and preservice students at three selected universities and members of the Pennsylvania Providers Pilot project. Responses were received from 277 subjects.

No significant attitude differences were found between groups. The under 20 age group showed more agreement that children should be made conscious of their racial identity than did the age group 40 and over. Preservice students and the under 20 age group had the most favorable attitudes toward the inclusion of multicultural and multiethnic aspects to help foster socialization. 106 pp.

Order no. 8112680

183. Perales, Alonso M., Ph.D. (experimental/elementary)
The University of Texas at Austin, 1979

THE EFFECTS OF TEACHER-ORIENTED AND STUDENT-ORIENTED STRATEGIES ON SELF-CONCEPT, ENGLISH LANGUAGE DEVELOPMENT AND SOCIAL STUDIES ACHIEVEMENT OF FIFTH GRADE MEXICAN AMERICAN STUDENTS

Language education
Self-concept
Teaching methods
Texas
Mexican-Americans

Four classes of fifth grade students in San Antonio, Texas, were used to test social studies strategies focusing on the enhancement of the student's self-concept and achievement. Student-oriented classroom activities drawing on the students' cultural background and maximizing the use of the newly acquired English language for oral and written communications were used.

Experimental groups received the newly developed lessons over a nine-month period, while the control groups continued their regular curriculum. The basic design used to evaluate the effectiveness of the treatment was pretest-posttest control group design.

Results indicated that the experimental classes gained in comparison to the control group on overall test scores for the Piers-Harris Self-Concept Scale, the Shutt Primary Language Indicator Test and the Metropolitan Achievement Test. The student-oriented lessons appeared to be an effective means of enhancing self-concept and developing English language skills of the fifth grade Mexican American students. 151 pp.

Order no. 7928338

Reading

184. Acitelli, Mary Jayne, Ph.D. (experimental/elementary)
The University of Akron, 1978

THE EFFECTS OF A FIVE-STEP TEACHER-DIRECTED READING LESSON APPROACH APPLIED TO SOCIAL STUDIES TEXTS WITH SELECTED FOURTH AND FIFTH GRADE STUDENTS

Reading skills
Textbooks

The study sought to determine if fourth and fifth grade students who were below average in reading skills could improve literal and selected higher level understanding of social studies materials using reading steps from a Nassau County, New York, teachers' guide. The five reading steps were: developing vocabulary; using vocabu-

lary in context; getting meaning from pictures, maps, and graphs; directed silent reading with questions; and checking comprehension of quizzes.

The study involved 63 students in two experimental and two control classes in a parochial school in Cuyahoga Falls, Ohio. Eight observers trained by using video tapes verified that the experiment was performed according to the procedures outlined. Observers also observed portions of control and experimental classes and percent of agreement was calculated. Reliability estimates for all observers involved in the study was .88.

Findings indicated that below average readers in fourth and fifth grade social studies classes did not make significant gains in knowledge of social studies. Also there was no significant difference between performances of experimental and control groups on social studies and reading posttests for either fourth or fifth grade students. 257 pp.

Order no. 7819061

185. Browning, Larry Jack, Ed.D. (experimental/elementary)
The University of Alabama, 1977

AN INVESTIGATION OF THE EFFECT OF TRAINING IN THE USE OF PREREADING STRATEGIES ON SIXTH-GRADE STUDENTS' COMPREHENSION OF SOCIAL STUDIES MATERIAL

Comprehension
Reading skills training

The problem was to determine whether significant differences existed in recall of stated social studies material details among four randomly selected sixth grade groups who had received: (1) training in the use of purposes for reading, (2) training in the use of advance organizers, (3) training in the use of outlines, and (4) no training in the use of prereading strategies.

Five social studies passages of approximately 2,000 to 3,000 words each were selected. An advance organizer, a statement of purpose, and an outline were developed for each. Students from eight classes in an Alabama school district were randomly assigned to treatment groups.

With reading comprehension as a covariate, results showed no significant difference. Conclusions were: (1) training in using prereading strategies did not result in better comprehension, nor (2) did prior reading of purpose statements, advance organizer, and outlines have any effect on comprehension. 191 pp.

Order no. 7818854

186. Coppenhaver, Charlotte Anne Powers, Ed.D. (analytical/secondary)
Duke University, 1977

TEACHING READING SKILLS IN SOCIAL STUDIES IN SECONDARY SCHOOLS

Teaching methods
Reading skills
Critical analysis

This study analyzed literature in social studies and reading in an effort to relate the two subjects and suggest methods to improve their joint instruction. It is assumed that general reading difficulties experienced by secondary school students add to the particular reading problems raised by social studies materials. Since reading is seen as the process of getting meaning from social studies materials in order to use the arguments, ideas, and evidence presented, social studies teachers must know how to assess the difficulty of reading materials and must know how to employ vocabulary, critical analysis, and organizational and research skills and to consider them in relation to textbooks.

The researcher also presented strategies to assist reading skills development by social studies teachers. 225 pp.

Order no. 7721868

187. Coyne, Mary, Ed.D. (descriptive/elementary)
University of Pennsylvania, 1981

AN INVESTIGATION OF READING COMPREHENSION INSTRUCTION AND CONTENT INSTRUCTION IN FOURTH GRADE SOCIAL STUDIES

Content area reading
Content instruction
Teacher education

The study documented methods and materials used by fourth grade social studies teachers in instruction to improve prose comprehension. The data were analyzed quantitatively and qualitatively for activities, materials, and grouping patterns. Data from audiotaped classroom activities and interviews were analyzed to determine methods, materials, and grouping patterns by fourth grade social studies teachers. The methods employed, the social studies texts, and the education of teachers were discussed as influences on the results. 350 pp.

Order no. DA8207574

188. Cunningham, Joyce Anne, Ed.D. (experimental/secondary)
Mississippi State University, 1981

ACHIEVEMENT AND ATTITUDINAL OUTCOMES OF TEACHING TENTH-GRADE AMERICAN HISTORY BY A LECTURE METHOD AND A METHOD EMPHASIZING DEVELOPMENT OF READING SKILLS

United States history
Teaching methods
Reading skills

The impact of two teaching strategies was examined. The control group was taught by the lecture method and use of the text. The experimental group utilized the text, reading and reasoning guides, and structured overviews.

Subjects were 66 average Mississippi tenth-grade students. Pretest and posttest scores on teacher-made criterion-referenced tests were used to compare achievement gains.

Findings showed no significant differences in achievement gain between the two groups, nor any significant difference in attitudes toward social studies or reading. 130 pp.

Order no. 8119198

189. Dolan, Maureen Vivien, Ph.D. (experimental/secondary)
University of Missouri-Kansas City, 1978

THE EFFECTS OF ADVANCE ORGANIZERS, INTERSPERSED QUESTIONS, AND EXPANDED ORGANIZERS ON THE READING COMPREHENSION OF EIGHTH GRADE SOCIAL STUDIES PUPILS OF THREE LEVELS OF READING ABILITY

Advance organizers
Textbooks
Reading ability
Comprehension

The subjects were eighth grade students in a middle-income suburban area junior high school. Twelve classes were randomly selected for participation in five reading treatment groups using different types of instructions and one no-treatment group.

The results were interpreted as giving little support for the practical classroom use of advance organizers, interspersed questions, or a combination of the two. Generally, the procedures were found to have a negative effect on comprehension. 116 pp.

Order No. 7900003

190. Goslin, Robert Dilwyn, Ph.D. (descriptive/general)
The Pennsylvania State University, 1978

LANGUAGE AND READING FACTORS AS INDICATORS OF ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES FOR STUDENTS IN A BILINGUAL EDUCATION PROGRAM

Reading ability
Oral language proficiency
Aural language proficiency
Spanish language

The interrelationships of oral/aural language proficiency, reading ability, and subject-matter achievement in science and social studies of limited English-speaking Puerto Rican students enrolled in bilingual education programs were studied.

The 120 participating students were divided into 5 groups according to grade levels. A Foreign Service Institute type of nstrument was used to determine Spanish and English language proficiency.

Statistically significant correlators were found in each group. English oral/aural language proficiency was the strongest achievement indicator in science and social studies, followed by Spanish reading ability. 166 pp.

Order no. 7818758

191. Kelly, Paul Elder, Ed.D. (experimental/secondary)
University of Northern Colorado, 1981

AN INVESTIGATION OF THE USE OF THE LINGUISTIC SATURATION APPROACH TO READING IN TWO REMEDIAL ELEVENTH-GRADE AMERICAN HISTORY CLASSES

Teaching methods
Remedial reading

This study investigated the use of linguistic saturation, a form of repeated readings, in remedial eleventh grade American history classes. Study subjects were students reading at or below the 7.0 grade level. The final subject population was composed of seven students.

The two experimental classes originally consisted of 31 students, but attrition due to absenteeism left only seven students in the final group of subjects. A modified case study approach was used.

Findings reported that the linguistic saturation approach (1) helped improve fluency of remedial students, (2) required repeated practice readings for some students to obtain minimum degree of fluency, (3) allowed remedial students to progress at a normal rate of development, (4) helped improve the sight vocabulary of remedial stu-

dents, (5) did not help improve the comprehension skills of remedial students, and (6) helped improve the attitude toward reading of remedial students. 144 pp.

Order no. 8206173

192. Kurchak, Barbara Joan Hall, Ed.D. (experimental/elementary)
University of Colorado at Boulder, 1977

THE EFFECTS OF USING AN ADVANCE ORGANIZER ON VARIOUS LEVELS OF COMPREHENSION IN FIFTH GRADE SOCIAL STUDIES

Advance organizers
Reading comprehension

This study tested the use of advance organizers in fifth grade social studies classes for effects on literal, evaluative, and interpretive comprehension, and on reading achievement.

Subjects were 309 fifth grade students randomly stratified into six treatment groups on the basis of high, average, and low reading ability as measured by the reading comprehension section of the Stanford Diagnostic Reading Test, Level II. Students in the treatment group were given the organizer to read before the chapter. Control students read only the chapter.

There was no significant achievement difference between those using advance organizers and those who did not use them. The use of advance organizers was detrimental to low readers, slightly beneficial to average readers, and significantly beneficial to high readers. The level of comprehension was significantly related to student reading level. 142 pp.

Order no. 7808909

193. Martinez, Paula Stepheni, Ph.D. (experimental/elementary)
East Texas State University, 1978

THE EFFECT OF TEACHING SIXTH GRADERS TO USE CONTEXT CUES TO COMPLETE CLOZE DELETIONS IN SOCIAL STUDIES MATERIALS

Textbooks
Reading skills
Comprehension

To determine if there was a significant difference in the syntactic, semantic, and exact replacement scores of sixth graders who received training in the cloze procedures and of sixth graders who did not receive training was the main objective. Secondary study objectives were to determine significant differences in comprehension scores of groups receiving (1) training and completing the cloze passage, (2) no training and completing the cloze passage, and (3) no training and reading the undeleted passage.

Results showed: Instructions in using context cues to complete cloze deletions improved students' ability to make syntactically acceptable, semantically acceptable, and exact replacement responses; instructions in the use of context cues to complete cloze deletions improved students' reading comprehension of social studies materials; and comprehension of untrained students was neither impeded nor improved by use of cloze procedures. 177 pp.

Order no. 7824144

194. Morrison, Beverly Sargent, Ph.D. (descriptive/secondary)
The University of Wisconsin-Madison, 1982

AN INVESTIGATION OF READING AS A LEARNING ACTIVITY IN GRADE 9 SOCIAL STUDIES, SCIENCE, AND ENGLISH CLASSES

Reading

The study investigated the extent to which ninth graders read to learn in six social studies, science, and English classes. Four areas: (1) out-of-class reading, (2) in-class reading, (3) in-class spoken questions related to assigned reading, and (4) in-class written questions related to assigned reading were identified to facilitate observation.

Data collection included: (1) classroom observation, (2) student and teacher questionnaires, (3) teacher interviews, and (4) examination of written material.

Similar demands were observed regarding purpose for assigning out-of-class reading, spoken questions requiring recall, and written assignments. Different demands were observed across content areas regarding time allocated for reading, use of reading time, percentage of reading-dependent spoken questions. The observed experiences were summarized in ten generalizations relating to reading assignments, student reading skills, and student questioning techniques. 245 pp.

Order no. DA8216255

195. Staley, Nancy Kenan, Ph.D. (experimental/elementary)
University of South Carolina, 1977

THE EFFECT OF THE ANCILLARY MATERIALS OF THE SILVER BURDETT SOCIAL STUDIES PROGRAM UPON THE ACHIEVEMENT OF FIFTH-GRADE STUDENTS

Textbooks
Ancillary material
Methodology

Investigated was whether children using ancillary materials in conjunction with textbooks had a higher mastery rate of designated objectives than children using textbooks only. A secondary purpose was to establish a sequence of events in the textbook selection process in Aiken County, South Carolina.

Subjects were 379 fifth-graders in eight classes in Aiken County, of which 124 were classified as remedial readers. Seven classes used ancillary materials and textbooks while the remaining class used only the textbook. The Silver Burdett Performance Test measured success.

Results indicated no difference in achievement for either average or remedial readers who used a textbook only approach as opposed to those who used materials additional to the text. The major conclusion was that instructional material alone did not influence the learning outcome of children. Rather, it was the teacher working in conjunction with instructional material which had a significant effect on student learning. 110 pp.

Order no. 7807924

196. Thompson, William Myles, Ed.D. (experimental/elementary)
University of Pittsburgh, 1977

AN ANALYSIS OF THREE TYPES OF EXPOSITORY ADVANCE ORGANIZERS IN AN AREA OF SOCIAL STUDIES

Advance organizers
Verbal learning
Retention performance

Ausubel's Subsumption Theory of Meaningful Verbal Learning was used as a framework for research into the extent to which three types of expository advance organizers would facilitate the verbal learning and retention performance of selected fifth grade social studies subjects.

A simulation abstract organizer and abstract organizer were developed using the principle of progressive differentiation. Ninety-six fifth graders were selected as subjects on the basis of pretest performance and randomly assigned to three advance organizer groups and a control group without an advance organizer.

Findings supported the basic assumption of Ausubel's Subsumption Theory that expository advance organizers do have a facilitative effect on the acquisition and retention of novel prose learning material. 128 pp.

Order no. 7809609

197. Venegoni, Nancy D., Ed.D. (experimental/elementary)
University of Northern Colorado, 1982

AN INVESTIGATION OF VARIOUS ASPECTS OF ORAL VERSUS SILENT READING OF SELECTED SOCIAL STUDIES PASSAGES OF THIRD GRADE STUDENTS

Reading

This study investigated and described aspects of oral versus silent reading of selected social studies passages.

Subjects were 60 third graders ranked high, average, or low ability readers. Students were given a prior knowledge assessment over two social studies passages, then asked to read orally and silently, and then retell each passage. Number of main ideas, details, words recalled, retelling, interest, preference for oral or silent reading, retelling patterns, and amount of instructional time for oral and silent reading were investigated.

Findings were: (1) no significant differences concerning main ideas, details, or words recalled for oral versus silent reading, (2) significant differences concerning words used in retelling after oral versus silent reading, and (3) significant differences between average and low ability readers for number of details and retelling scores for silent reading. 184 pp.

Order no. DA8301183

Values Education, Moral Education

198. Dunbar, Louise Hall, Ed.D. (experimental/secondary)
Northern Arizona University, 1980

THE UTILIZATION OF VALUES CLARIFICATION IN MULTICULTURAL EDUCATION AS A STRATEGY TO REDUCE PREJUDICIAL ATTITUDES OF EIGHTH GRADE STUDENTS

Values clarification
Moral education

The study investigated the impact of values clarification strategy as a multicultural education teaching methodology to reduce prejudicial attitudes of eighth grade students.

Subjects were 292 California eighth graders. The researcher-developed Student Multicultural Survey was administered to both experimental and control groups as a pretest and posttest.

Findings included in part: (1) values clarification techniques did not significantly reduce prejudicial attitudes; (2) experimental groups reflected significant gain in ability to clarify and analyze their own feelings, attitudes, and perceptions toward their own and

other ethnic groups; and (3) within the study framework, no significant changes in attitudes and values resulted because of participation in the values clarification treatment program. 128 pp.

Order no. 8019955

199. Hobstetter, Lynne Elizabeth, Ph.D. (experimental/secondary)
The Ohio State University, 1980

THE EFFECTIVENESS OF VALUES CLARIFICATION EXPERIENCES FOR SEVENTH GRADE STUDENTS

Values clarification
Moral education
School climate

The study proposed to examine the effectiveness of values clarification group activities on the development of student values and value systems during the first part of the adolescent period.

Subjects were six groups (15 boys and 15 girls each) of seventh graders. Four groups were exposed to values clarification activities led by experienced/inexperienced male/female facilitators. One group participated in career education activities. Another group served as the control group. The Rokeach Value Survey, Form E, was administered as a pretest, posttest, and delayed posttest measure.

Results were inconclusive, creating serious doubt as to the overall positive effect of values clarification group experiences on the change of structure of young adolescents' value systems. Although a basic research design problem was discovered following data collection, further statistical analysis indicated that values clarification groups differed significantly because of the facilitators' experience levels, the sex difference of the facilitators, and students. 204 pp.

Order no. 8100167

200. Hunt, Blanche Sherman, Ph.D. (experimental/secondary)
Arizona State University, 1981

EFFECTS OF VALUES ACTIVITIES ON CONTENT RETENTION AND ATTITUDES OF STUDENTS IN JUNIOR HIGH SOCIAL STUDIES CLASSES

Curriculum
Content-centered values
Moral decision-making
Values dilemma activities

This study investigated the effects of content-centered values and moral decision-making activities, known as values dilemma activities, on academic performance and attitudes of students in junior high social studies classes.

A posttest-only control group design was used to structure the study. Eighteen intact classes of junior high school social studies students were randomly assigned to experimental and control groups. The experimental groups were administered content-centered values twice weekly, while the control groups continued normal academic activities. Instruments used were the Hunt Arizona Government Test and Stahl Multidimensional Inventory of Values and Attitudes.

The research concluded that values dilemma activities do have effects on the attitudes of students toward themselves, their values, and their personal and social skills in selected areas. 140 pp.

Order no. 8117171

201. Lambert, Roland Anthony, Ph.D. (experimental/secondary)
The Catholic University of America, 1980

EFFECTS OF MORAL EDUCATION STRATEGIES ON INCREASED SUBJECT MATTER CONTENT OF SECONDARY SCHOOL SOCIAL STUDIES STUDENTS

Methodology
Values education
Moral reasoning
Kohlberg

Instructional methods based on Kohlberg's moral development theory, specifically engaging students in cognitive conflict and exposing them to higher stages of moral reasoning, were analyzed for their impact on learning.

The experimental groups were taught using moral dilemma strategies based on the Kohlberg theory. The control group was taught the same subject matter without moral dilemmas. Subjects were 182 eleventh grade students from two similar suburban public schools near the District of Columbia. Students were randomly assigned to four experimental and four control classes. Instruments used to gather data were: A New History of the United States knowledge test and self-concept attitude survey; the Estes Attitude Scale to measure attitude toward social studies; Iowa Test of Education Development Skills Profile to measure student academic ability entry level; and the Rest Defining Issues Test to measure moral judgment development.

The researcher found significant upward change in the experimental moral discussion classes--indicating the ability to stimulate natural moral judgment development trends, academic achievement, student learning attitude, and student self-concept. 131 pp.

Order no. 8016372

202. Rose, Stephen Andrew, Ph.D. (descriptive/secondary)
The Ohio State University, 1979

A STUDY OF CURRENT PRACTICES OF OHIO PUBLIC SECONDARY SOCIAL STUDIES TEACHERS ENGAGED IN VALUES EDUCATION

Teaching methods
Values education

This exploratory study examined secondary social studies teachers' perceptions and utilization of inculcation, cognitive moral development, value analysis, and values clarification.

Data were collected by means of a 24-question survey mailed to a randomly selected group of Ohio secondary public school principals who were instructed to distribute the survey randomly to their social studies faculty. There were 211 respondents.

Findings reported include: (1) 36 percent of the teachers were not teaching values education and main reasons given were that they did not have the needed information and training, that the content of their courses was not suitable, and that values education requires too much work; (2) approaches claimed by the rest of the teachers were inculcation-11 percent, cognitive moral development-12 percent, value analysis-36 percent, and values clarification-42 percent; (3) disadvantages most frequently cited by teachers using any of the approaches were difficulty of evaluating students objectively and the process of evaluating student progress. 159 pp.

Order no. 7922549

203. Rundle, Louise Christian, Ed.D. (experimental/elementary)
Boston University School of Education, 1977

MORAL DEVELOPMENT IN THE FIFTH GRADE CLASSROOM

Moral education
Curriculum

The study examined whether an intervention which utilized the social-emotional interactions of the group for discussion and resolution would be more effective than one which utilized hypothetical situations. Effectiveness was examined on two variables: moral reasoning and cooperation.

The curriculum was taught for 12 weeks in two intact 5th grade classrooms. A third classroom served as a comparison. Groups were pre- and posttested with the Kohlberg Moral Judgment Interview, the Bridge Building Simulation Game, and the Morality Test for Children. The experimental hypothesis stated that a curriculum utilizing real group dilemmas would significantly affect the ability of the students to reason on moral issues and to interact in a cooperative manner.

Findings confirmed the hypotheses. No significant change was found in the group discussing hypothetical situations. 222 pp.

Order no. 7721675

204. Tallman, George Ross, Ed.D. (descriptive/elementary)
Temple University, 1978

A STUDY OF ELEMENTARY TEACHERS' ATTITUDES TOWARD THREE APPROACHES TO VALUES EDUCATION IN THE SOCIAL STUDIES

Values education
Teaching methods

Elementary teachers' attitudes toward three values education approaches--transmitting value approach, the objective non-valuing approach, and the analytical processes approach--were investigated.

The Approaches to Values Education instrument and a teacher background inventory were administered to 82 fifth grade teachers. A second survey, asking for appropriate rank ordering of the three methods for use with fifth grade students, was administered to experts in values education.

Findings showed the experts' opinions were most favorable to the Analytical Processes Approach, whereas teachers' attitudes were least favorable toward this approach. A relationship seemed to exist between teacher attitude and teacher background characteristics. The researcher found that the cycle of public school and state college attendance and the public school teaching indicated a reinstitutionalization process possibly precluding change in values education. 166 pp.

Order no. 7817412

205. Vander Wert, Frank Everett, Ed.D. (experimental/secondary)
Ball State University, 1979

THE EFFECTS OF VALUES CLARIFICATION TRAINING ON THE SELF CONCEPT OF SELECTED SECONDARY STUDENTS

Self concept
Moral education
Values education

The research investigated whether values clarification (VC) affects self-concept of ninth and tenth grade students as measured by the Tennessee Self Concept Scale. Research was conducted at an American military community high school in Germany. Treatment consisted of 14 selected VC strategies administered during a nine-week quarter. The control group viewed 35 selected films. Posttest only control group research design was used.

Results showed that the VC treatment had no statistically significant effect upon the self-concept of the treatment group. The researcher speculated that longer treatment conditions, more sensitive and specifically aimed test instruments, the use of younger subjects, and the generation of a method of systematic interrogation aimed at the students' subjective experience needed to be examined in future research. 123 pp.

Order no. 8104890

Social Studies - General

206. Chase, Charles Myron, Ed.D. (descriptive/elementary)
University of Northern Colorado, 1980

ENRICHING ELEMENTARY SOCIAL STUDIES CURRICULUM USING COMMUNITY RESOURCES AS AN EDUCATIONAL LABORATORY

Community resources
Curriculum
Enrichment

The purpose of the study was to develop a community resources guide for elementary social studies teachers based on the following considerations: (1) major topics in elementary social studies programs, (2) what community resources could aid in enrichment, (3) role perception and willingness of resource persons to participate.

After developing the list of resource categories from existing guides and directories, representatives from within each category were randomly selected. Those community resource persons who agreed to participate were mailed a questionnaire.

Survey results indicated that the trade and business community sector was willing to participate in: (1) providing a resource person for the classroom, (2) providing resource material, and (3) permitting class field trips to places of business. Community resources were varied to the extent that a large part of the curriculum could be included. 187 pp.

Order no. 8014284

207. Clemmons, Sarah Martin, Ph.D. (developmental/secondary)
The Florida State University, 1980

IDENTIFICATION OF WRITING COMPETENCIES NEEDED BY SECONDARY STUDENTS TO PERFORM ASSIGNMENTS IN SCIENCE AND SOCIAL STUDIES CLASSES

Minimum skills list
Writing competencies

This study developed and validated an optimum writing competencies list that paralleled the Florida Minimum Skills List but specified the skills needed by secondary students to perform academic writing assignments required in science and social studies classes.

The first phase consisted of identifying the writing tasks most often demanded of secondary students by their science and social studies teachers. Then the writing assignments were analyzed and

translated into optimum writing competencies required to complete the assignments. A comprehensive list of optimum writing competencies was constructed. In the third phase a panel of writing experts validated the optimum writing competencies list. Their ratings supported 65 of the 73 competencies as important for completed science and social studies writing assignments.

The researcher concluded that the list could be of potential use to English, science, and social studies teachers who expect to assist students in developing optimum writing skills needed for completing academic writing tasks. 194 pp.

Order no. 8101959

208. Daniell, Elizabeth Otto, Ed.D. (analytical/secondary)
Auburn University, 1979

A RATIONALE AND FRAMEWORKS FOR RELIGION STUDIES IN PUBLIC SECONDARY SOCIAL STUDIES EDUCATION BASED ON THE PHILOSOPHY OF PHILIP HENRY PHENIX

Curriculum
Religion studies
Theory

The study analyzed Phenix's educational philosophy and synthesized those aspects pertinent to religion studies in public secondary social studies education.

The analysis was conducted by a study of Phenix's writings, a personal interview, and a comparison of his views to other relevant views in Western philosophy.

The synthesis provided a rationale for including religion studies in secondary education. Requirements included: (1) the definition of religion as the ultimate concern around which one orients life, (2) the principle of disciplined inquiry into questions of ultimate concern, (3) use of methodological concept of reality, (4) principles of creative tension and multiple perspective to deal with the plurality and diversity of faith orientations, and (5) the principles of separate authority and function for public education and religious institutions. 223 pp.

Order no. 7927585

209. Del Rosario, Virginia F., Ed.D. (developmental/elementary)
Columbia University Teachers College, 1982

INTEGRATING THE AFFECTIVE AND COGNITIVE DOMAINS IN A FOURTH GRADE SOCIAL STUDIES CURRICULUM

Affective domain
Curriculum development
History

This study had two major purposes: (1) to examine congruence/noncongruence between Title VII (ESAA) social studies objectives in District 25, Queens, New York, and the fourth grade social studies curriculum objectives, and (2) to formulate teacher guidelines and fourth grade social studies curriculum sequence to demonstrate how Title VII objectives might be attained.

Congruency and noncongruency of objectives were determined, and based on findings, an affective curriculum sequence was designed to achieve integration of the New York course of study and ESAA program. Activities suggested in the various lessons intend to encourage linkage of cognitive and affective content. An informal field test was conducted to explore the validity of the material.

A summary of findings, with implications and recommendations for teachers, curriculum and staff developers, and future researchers interested in the affective domain of social studies was included. 173 pp.

Order no. DA8223115

210. Dickinson, Thomas Shirley, Ed.D. (descriptive/general)
University of Virginia, 1980

PERCEPTIONS OF THE NCSS (REVISED) SOCIAL STUDIES CURRICULUM GUIDELINES

Curriculum development
Curriculum evaluation
NCSS Guidelines

The purpose of this study was to investigate the perceptions of the usefulness of the NCSS (Revised) Social Studies Curriculum Guidelines for curriculum development and curriculum evaluation on the part of social studies supervisors, building administrators, social studies departmental chairpersons, and social studies teachers.

In a mail survey, educators rated the Specific Guideline Statements of the Guidelines through means of a five point rating scale for each curriculum dimension.

Mean scores for all groups were high indicating that all groups viewed the Guidelines as useful. The study recommended that NCSS renew its efforts to disseminate the Guidelines as extensively as possible to all individuals and groups that are involved in social studies curriculum concerns. 108 pp.

Order no. 8117904

211. Diggs, Jacqueline Carol, Ed.D. (descriptive/secondary)
University of Massachusetts, 1982

ACADEMIC LEARNING TIME OF SPECIAL NEEDS AND NONSPECIAL NEEDS SECONDARY STUDENTS IN ENGLISH, HOME ECONOMICS, MATHEMATICS, AND SOCIAL STUDIES

Academic learning time
Mainstreaming
United States history

This study was a comparison of Academic Learning Time of mainstreamed special needs and nonspecial needs students in secondary English, U.S. history, mathematics, and home economics classes.

Nonspecial needs students were observed 138 times, and special needs students were observed 125 times. Students were randomly selected for observation and neither students nor teachers were aware of who or what behaviors were being coded. The observation instrument focused on setting, content, learner move, and difficulty level.

While no conclusions generalizable to wider populations could be drawn, the study did show that students in the observed classrooms, whether they were classified as having special needs or not, were given nearly equivalent opportunities to learn, as measured by the observation instrument. 143 pp.

Order no. DA8210315

212. Edwards, Leslie Richard, Ed.D. (descriptive/secondary)
Stanford University, 1977

A TASK ANALYSIS OF SOCIAL STUDIES COURSES IN CONTINUATION AND COMPREHENSIVE HIGH SCHOOLS

Curriculum
Teaching method

The study tested the hypothesis that social studies teachers in continuation high schools present their students alternative learning tasks significantly different than do teachers in comprehensive high schools.

A task analysis continuum model was developed. The criteria were woven into a series of questions and submitted to randomly selected teachers in both types of schools throughout California.

Data indicated that continuation high schools seemed to be more effectively oriented than comprehensive high schools. Continuation teachers preferred subjective to objective assessments to measure student progress. Continuation teachers tended to formalize their curriculum in terms of individualized learning packages stressing self-paced progression. 200 pp.

Order no. 7712719

213. Farag, George Samuel, Ed.D. (descriptive/general)
University of Montana, 1978

SOCIAL SCIENCE EDUCATION FOR GRADES K-12 IN MONTANA PUBLIC SCHOOLS

Curriculum
Teaching strategies
Program organization
Teacher training
Montana

An investigation of social science education in Montana schools, K-12, was made to determine disciplines taught, teaching strategies and techniques used, and program organization, and to tender recommendations for improving social science education.

A questionnaire was mailed to all university social science educators and to two social studies teachers per grade per county.

The current status of social science education in Montana was discussed, plus recommendations were made to improve curriculum, teacher training, teaching strategies, and other areas. 451 pp.

Order no. 7814689

214. Ferro, Gregory Ernest, D.Ed (descriptive/secondary)
The Pennsylvania State University, 1977

A COMPARISON OF THE RESPONSES OF TWELFTH-GRADE VOCATIONAL-TECHNICAL AND COLLEGE-BOUND STUDENTS TO THE EXPLANATIONS OF SELECTED PROBLEMS IN SOCIAL STUDIES

Mode of thought
Vocational-technical students
College-bound students
Scientific explanation

Compared were the thought modes of academic and vocational-technical secondary students to see if they would seek either scientific or nonscientific explanations to selected social studies problems.

Subjects were 70 twelfth-grade students with an equal representation of male/female and academic/vocational students. A questionnaire with 25 social studies problems and 25 self-perception and demographic questions was administered.

Findings showed that nonscientific explanations were chosen more by vocational-technical students, while scientific answers were typical of academic students. Since it is important that all students understand the scientific explanation process, the researcher suggested that whether students are homogeneously or heterogeneously grouped for specific instructions, all instructions should include provocative and stimulating teaching techniques. 91 pp.

Order no. 7808357

215. Friley, Grant Alexander, III, Ph.D. (descriptive/general)
The University of Michigan, 1978

THE STUDY OF THE DIFFERENCES AND PERCEPTIONS OF LAY CITIZENS, STUDENTS AND TEACHERS WITH RESPECT TO THE IMPORTANCE OF THE CURRICULUM AREA OF SOCIAL STUDIES IN THE STATE OF MICHIGAN

Curriculum content
Michigan

The relative importance of social studies programs which constituted local expectations for a sufficient educational program in Michigan was examined in 49 school districts of Michigan by survey.

A total of 3,920 respondents participated, half being lay citizens while the other half was split between faculty and students. Results were analyzed by demographic and school district characteristics.

Results indicated that youth favor psychology, community studies and sociology, while older respondents consider U.S. history and government and Michigan history and government more important. There were significant differences in the curriculum choices of students, educators, lay citizens, young and old, parents and nonparents, even between districts of differing size and location. 334 pp.

Order no. 7822895

216. Gagnon, Patricia Anne, Ed.D. (developmental/secondary)
Boston University School of Education, 1980

THE DESIGN OF A 9-12 SOCIAL STUDIES CURRICULUM BASED ON THE NEEDS OF ADOLESCENTS

Needs theory of adolescents
Curriculum organization

The purpose of the study was to design a 9-12 social science curriculum according to a needs theory of adolescents based on the ideas of Fenton, Oliver/Shaver, and Hunt/Metcalf.

The need for a program model based on student outcomes was determined by a group of social science educators who met over two years to discuss criteria for developing the Wilmington Social Science Curriculum. Results of those meetings served as the framework for this study of the existing 9-12 program of study.

Findings showed considerable flaws in existing 9-12 programs. Deficiencies were rectified by designing a curriculum that: (1) provided the structure and foundation necessary for students to acquire the thinking and writing skills necessary for citizenship education, (2) adapted content, methods and materials to student needs, (3) required all ninth grade students to take an introductory social science course, (4) requires U.S. history in the tenth grade, (5) provided two avenues of study--either a strong history approach or a concentrated social science approach, and (6) enabled students to master reading skills. 154 pp.

Order no. 8024100

217. Garrou, Thomas McCarley, Ed.D. (descriptive/general)
The University of North Carolina at Chapel Hill, 1980

"New Social Studies"
Curriculum innovation

An account of a long-term (1967-1975) effort to introduce "new social studies" curriculum materials into a large city school system social studies program was presented.

An analytic framework, Leadership Obstacle Course Theory, developed by Gross (Herriot and Gross, 1979) was used to organize the review. Within the theoretical framework, the innovation decision process was examined. The tactics and activities related to the innovations on relationships in the school system and in its surrounds were also studied, as were the outcomes of the curriculum innovative efforts.

Implications stated were: (1) one major source of failure in school innovation was that the source of the innovation was separate from the source of performance evaluation; (2) the more complex an in-

novation, the more an innovation requires that the structure of relationships among teachers be altered and the more important it is that persons with line authority be brought into an advocacy position to support the innovation; (3) innovations causing altered relationships at the building level must involve the building principal; (4) innovation that ignores needed changes in the structure of reorganization is inadequate. 276 pp.

Order no. 8022433

218. Gilfillan, John Robert, Ed.D. (descriptive/secondary)
The University of Nebraska-Lincoln, 1977

STUDENT SELF AND PEER GROUP PERCEPTION OF PROBLEMS AND CONCERNS: A MODEL FOR CONTINUAL EVALUATION OF THE RELEVANCY OF SECONDARY SCHOOL SOCIAL STUDIES PROGRAMS

Curriculum development
Student concerns
Values

The study developed and tested a procedure for identifying relevant student problem areas and a model was provided for assisting social studies curriculum workers to utilize student concerns as a basis for developing a meaningful curriculum.

Subjects were 240 tenth, eleventh, and twelfth grade suburban and rural Nebraska students. Subjects were asked to rank order 19 general concerns for themselves and how, in their perception, the average student would rank those same items.

The study concluded that traditional values of American society centering around the family were a concern. Economic background and academic achievement influenced perception. However, suburban or rural location did not substantially alter the ranking of items. 231 pp.

Order no. 7732118

219. Gilliard, June Vernell, Ph.D. (analytical/elementary)
University of Washington, 1981

AN ANALYSIS OF CONCEPTUAL PATTERNS FOR SOCIAL STUDIES CURRICULUM BUILDING

Curriculum
School organization
Change strategies
Change models

The primary purpose of this study was to determine the degree of fit between the models used for effecting change in social studies curricula and social reality in the school.

The final phase of the study (1960-1975) involved an examination of the research related to the school as a social system and the research related to models and strategies for curriculum change. The second phase focused on examination of conceptualizations of the educational change process since 1975.

The findings indicated that resistance to curriculum change is a function of factors other than the natural human tendency to resist change in those aspects that provide a sense of security. Goal ambiguity and structural looseness in the system and the uniqueness of organizational characteristics in each school system tended to frustrate generalized change strategies. 266 pp.

Order no. 8113442

220. Guy, Cynthia Brainerd, Ed.D. (descriptive/elementary)
University of Massachusetts, 1978

A SURVEY OF PRE-HIGH SCHOOL FUTURE STUDIES PROGRAMS

Elementary
Future studies
Status description

Data were collected by mail survey of teachers engaged in future studies at the elementary level, soliciting information concerning course content, methodology, and program needs. (Size and area of response not given.)

Results of this study indicated: Recipients of on-going future studies programs were mostly white suburban students; programs presented in various places have a striking similarity, yet some teachers had difficulty clarifying their program goals; and teacher enthusiasm was the main supporting factor in future studies. Recommendations were made to expand futures education. 124 pp.

Order no. 7902012

221. Handfield, John Hilary, Ed.D. (descriptive/secondary)
Boston University School of Education, 1980

AN INQUIRY INTO CERTAIN FACTORS THAT AFFECT CRITICAL THINKING AMONG SECONDARY SOCIAL STUDIES STUDENTS

Critical thinking
Dogmatism
Thinking flexibility
American history

This study sought to identify significant variables in relation to the ability of secondary social studies students to think critically. One major and four sub-hypotheses were generated to

examine the relationship between critical ability and dogmatism or flexibility by I.Q., socioeconomic status, and sex.

The factors were measured by several standardized instruments administered to 75 eleventh grade American history students who had been randomly selected.

The researcher reported composite evidence existed to support a significant inverse relationship between critical thinking ability and level of dogmatism. The ability to think critically was related to intelligence. No composite evidence was discovered to support significant relations between one's degree of flexibility, socio-economic status, or sex, and the ability to think critically.
160 pp.

Order no. 8024106

222. Harden, Debra Morse, Ed.D. (descriptive/secondary)
University of Georgia, 1982

A STUDY OF JUNIOR HIGH SCHOOL LEARNING DISABLED STUDENTS' SATISFACTION WITH THEIR LEARNING DISABILITIES TEACHERS' AND SOCIAL STUDIES TEACHERS' PROBLEM INTERACTION SKILLS AND THE MAINSTREAM ADJUSTMENT OF THESE STUDENTS

Mainstreaming
Learning disabilities

The study examined the relationship between the adjustment of learning disabled (LD) students to mainstreaming and their satisfaction with the problem interaction skills of their LD and social studies teachers.

Mullen's Leadership Problem Interaction Survey was used to measure student satisfaction, and the researcher-developed Mainstream Adjustment Rating was used to measure student adjustment. Subjects were 93 LD students.

The major conclusion was that student mainstream adjustment was not related to student satisfaction with teachers' problem interaction.
204 pp.

Order no. DA8228693

223. Justice, Betheda Fries, Ph.D. (descriptive/general)
The University of North Carolina at Chapel Hill, 1978

THE IMPACT OF SELECTED STRUCTURAL CHARACTERISTICS OF SCHOOLS UPON TEACHER RESPONSE TO INNOVATIVE SOCIAL STUDIES CURRICULA

Innovation
Curriculum
Teachers
Administrators

The relationship of communication and decision making patterns of the schools' social structure as perceived by responding social studies teachers was studied by focusing on teacher behavioral responses to innovative curricula.

A relationship was verified and variation to adoption of innovative curricula was attributed to: (1) the degree of communication with system level personnel, and (2) the degree of administrative decision making control. Evidence was provided that whereas system administrators support and encourage curriculum innovation, building administrators may be more influential in inhibiting or vetoing change. 133 pp.

Order no. 7900470

224. Kickbusch, Kenneth W., Ph.D. (descriptive/secondary)
University of California, Santa Barbara, 1981

AN INVESTIGATION OF RELATIONSHIPS BETWEEN EPISTEMOLOGICAL SYSTEMS IN SOCIAL STUDIES CLASSROOMS AND THE EFFECT OF THE HIDDEN CURRICULUM ON KNOWLEDGE REPRODUCTION

United States history
Hidden curriculum
Instructional practices
Social stratification
Pedagogy knowledge distribution

This study assumed that schooling is a political process in which teachers through the classroom message system--curriculum, pedagogy, and evaluation--engage in the differential selection and distribution of knowledge and thereby contribute to social stratification.

The specific problem investigated was whether a more "humanistic," that is, confluent, pedagogy successfully altered the unequal selection and distribution of knowledge within a confluent social studies classroom when compared with a more traditional classroom. 319 pp.

Order no. DA8215860

225. Lawlor, James Edward, Ed.D. (descriptive/secondary)
Ball State University, 1980

AN ASSESSMENT OF SELECTED SOCIAL STUDIES SKILLS AND VARIABLES IN SIX INDIANA PUBLIC HIGH SCHOOLS

Geographical location
Sex differences
Student interest in social studies
Achievement
Indiana

This study examined the effects of the high school's geographical location, sex differences, and student interest in the social studies on social studies achievement in selected areas.

The following cognitive proficiencies were measured by a researcher-developed test: (1) acquiring information through reading, (2) drawing inferences, (3) interpreting cartoons, (4) tabulating data, (5) interpreting graphs, (6) identifying time relationships, (7) reading ballots, (8) classifying information, (9) recognizing a point of view, (10) checking validity of resources, and (11) recognizing of cause and effect relationships. The test was administered to seniors in school districts around Muncie, Indiana.

Results suggested: (1) geographical location had no effect, (2) sex was a significant variant in achievement, (3) student interest in social studies related to achievement, (4) urban and suburban students had difficulty in recognizing points of view and drawing inferences, (5) rural students did well in inferences but experienced difficulty in acquiring information during reading and recognizing points of view, and (6) students demonstrated a general inability to use an election ballot and to recognize cause-effect relationships. 211 pp.

Order no. 8105143

226. Littlefield, Virginia Lucas, Ed.D. (descriptive/elementary)
University of Maine, 1981

A STUDY TO ASCERTAIN THE STATUS AND RELATED FACTORS OF SOCIAL STUDIES IN MAINE ELEMENTARY SCHOOLS

Maine
Teaching materials
Teaching methods
Curriculum

The study assessed the status of social studies education in the elementary schools of Maine. Data were collected through a questionnaire sent randomly to 25 percent of Maine's school districts. Within these districts a representative school was chosen.

Findings suggested that the average time spent on social studies was 30 minutes per day but that social studies was not considered a priority. Schools were using outdated materials. Inquiry materials were not in general use. However, there were some indications of an effort to update materials and methods used in the classrooms. 162 pp.

Order no. DA8205621

227. Lybarger, Michael Bruce, Ph.D. (historical/general)
The University of Wisconsin-Madison, 1981

ORIGINS OF THE SOCIAL STUDIES CURRICULUM 1865-1916

Curriculum
Committee on Social Studies reports, 1916

This research is an historical study of the intellectual and political context of the recommendations of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education, 1916.

This study of origins of the 1916 reports provides background for understanding three problems: (1) the difficulty in determining the scope and limits of the social studies field, (2) the values of non-partisanship and objectivity in the modern social studies linked to the municipal reform movement, and (3) the civic virtues the founders of the social studies viewed their charges as needing, which represent the virtues of a dependent class because of the influence of charity organizations and social settlement work. 356 pp.

Order no. 8112548

228. Lydecker, Ann Marie Ruesink, Ph.D. (descriptive/elementary)
The University of Michigan, 1982

TEACHER PLANNING OF SOCIAL STUDIES INSTRUCTIONAL UNITS: RELATIONSHIPS WITH SELECTED VARIABLES

Curriculum
Planning

Described and analyzed was how teachers in the upper elementary grades plan social studies instructional units for their classrooms. Data were collected through a survey of attitudes and concerns and observation of an individual planning session with each teacher.

The teachers' perception of their students' needs and abilities and their unit objectives were most frequently provided as reasons for making planning decisions. Few decisions were made about objectives, evaluation, teacher preparation, and diagnosis.

Specific elements of the teachers' planning processes were found to be related to: (1) years of classroom experience, (2) orientation toward social studies, (3) importance placed on social studies, and (4) importance placed on evaluation. 271 pp.

Order no. 8215040

229. Machart, Norman Charles, Ed.D. (descriptive/elementary)
The University of North Dakota, 1977

A STUDY OF THE ATTITUDES OF SELECTED SIXTH GRADE STUDENTS CONCERNING SOCIAL STUDIES

Attitudes
Curriculum
North Dakota

Attitudes of sixth grade students toward social studies, science, spelling, mathematics, reading, and language were examined. Also examined were the following factors on attitudes towards social studies: sex, size of school district, degree of usage of several instructional strategies and types of materials, degree of implementation of the "New Social Studies" approach, the weekly time devoted to social studies, and parents' economic status.

Packets of questionnaires, consisting of ten descriptive phrases, were mailed to 75 randomly selected elementary schools in North and South Dakota, Minnesota, Wisconsin, and Iowa. Respondents were asked to select phrases that described the subject. Responses were received from 53 classrooms with a total of 1,277 completed questionnaires.

Data were tabulated from questionnaires and showed that mathematics was the favorite subject, followed by social studies, and language as the least popular subject. Teaching methodologies and materials based on the "New Social Studies" also had a positive effect on student attitudes, as did field trips and other out-of-classroom experiences. 143 pp.

Order no. 7805407

230. MacIsaac, Margaret Teresa, Ed.D. (analytical/general)
Temple University, 1979

TOWARD A RENEWED PROGRAM DEVELOPMENT IN THE SOCIAL STUDIES

Social science
Social studies
History
Economics

Generally studied was the status of social studies in relationship to the social sciences. The primary aim was to describe the distinctive character of history and of economics to derive theoretical propositions and implications for social studies program development.

The first stage of research was an examination of the relationship between the social studies and the social sciences. The second stage involved a description and examination of the distinctive character of history. The third stage involved a description and examination of the distinctive propositions that characterize "economic theory." The fourth stage involved the derivation of implications for program development.

The study failed to reveal the distinctive character of either social studies or the social sciences. Whether social studies are dependent or independent of the social sciences could not be determined. Whether history or economics necessarily have an impact on the social studies remained problematic. 213 pp.

Order no. 7924069

231. McCann, Mary Beatrice, Ed.D. (historical/secondary)
Temple University, 1978

A DESCRIPTION OF SOCIAL STUDIES IN THE CATHOLIC SECONDARY SCHOOLS OF THE ARCHDIOCESE OF PHILADELPHIA, 1890-1976

Parochial schools
Philadelphia
Curriculum

This study examined courses of study in the Philadelphia Archdiocese secondary schools to assess the (1) thrust of the social studies course offerings, (2) organizational pattern used for the social studies curriculum, (3) status of history and the other social sciences in the list of course offerings, and (4) influence of apparent national social study movements, using 1890, 1920, 1950, 1965, and 1976 as focal dates.

Curriculum analysis revealed little variation in the thrust of course offerings. Changes usually were confined to course content rather than introduction of new courses. In 1976 the curriculum reflected the findings of the national survey of the status of the social studies in the mid-1970s, such as: (1) growth of electives, (2) increased choices and options with requirements, (3) increase of area studies, (4) decrease in history enrollment, and (5) local level curriculum revision. A need for well-designed programs of research in Catholic schools which are aimed at obtaining reliable data to guide curricular decisions was expressed in the conclusions. 153 pp.

Order no. 7910012

232. Norris, Neal Albert, Ed.D. (analytical/secondary)
University of Massachusetts, 1982

EDUCATING TOWARD TOMORROW: A RATIONALE FOR INTRODUCING FUTURISM INTO THE SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM

Curriculum
Future education

The study provided a rationale for introducing futurism into the schools, and specifically into the secondary school social studies curriculum. Literature from social studies and future studies was analyzed. Three questions provided direction: (1) how do educators' assumptions and attitudes regarding the future influence what is taught and learned? (2) how well do existing curriculum materials provide opportunities to consider alternative futures? and (3) what is the effect of teaching futurism on the structure, content, and goals of social studies programs?

Several conclusions were derived from the study: (1) teachers' controlling assumptions and attitudes significantly influence what is taught and learned, (2) present social studies curriculum materials are inadequate to consider alternative futures, and (3) social studies structure, content, and goals all would undergo change if futurism were introduced. 484 pp.

Order no. DA8229588

233. Palmquist, Eben Oscar, Ph.D. (historical/secondary)
Loyola University of Chicago, 1981

A HISTORY OF THE AMERICAN HISTORICAL ASSOCIATION'S COMMISSION ON THE SOCIAL STUDIES, 1926-1934

Curriculum
Commission on the Social Studies
Goals and objectives

The research reviewed the work of the Commission on Social Studies (1929-1933), discussed the historical forces conditioning the American social environment, described the composition of the Commission, and analyzed the social theories advanced.

The researcher reported that the Commission outlined no specific programs but tended to expound broad goals, stressing the benefits which would accrue to American society if the ideals of democracy and good citizenship were taught.

The general reaction by secondary educators tended to be unfavorable, since much of the language of the report was idealistic and impractical as it related to the realities of the American educational system. Yet it was concluded that the work of the Commission was deemed a milestone in the history of American education. 368 pp.

Order no. 8019958

234. Pennington, Leenette Dolores Morse, Ed.D. (descriptive/elementary)
Atlanta University, 1979

AN INVESTIGATION OF THE THEORETICAL CONSTRUCTS IN THE DEVELOPMENT OF THE UPPER ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM IN TWENTY-FIVE SELECTED URBAN SCHOOL DISTRICTS

Curriculum
Theories of learning
Goals

To investigate the theoretical constructs underlying curricula, four basic questions were posed: (1) What are the basic and essential elements which guide social studies curriculum development? (2) How and by whom are the elements selected? (3) Has the curriculum been influenced by educational and social changes of the 1960s and 1970s, and (4) What is the role of the local school district's curriculum administrator?

The researcher constructed a 25-item curriculum development inventory which was used to survey curriculum administrators from 25 urban school districts. Curriculum documents and literature produced by the various districts were also examined.

Based on analysis of the data the following conclusions were offered: (1) basic elements of the curriculum are generally articulated as goals and objectives; (2) few consistent or well-defined goal selection procedures were found; (3) there is some evidence of influence of 1960s and 1970s educational and social changes; (4) theories of learning, education, and curriculum had been incorporated in overall goals of the upper elementary levels; and (5) disproportionately low staffing patterns were found for social studies when compared to other content areas. 135 pp.

Order no. 7923006

235. Peters, Robert George, Ed.D. (developmental/elementary)
University of Massachusetts, 1980

HOLIDAY CELEBRATIONS IN THE ELEMENTARY SCHOOL: A CONCEPTUAL FRAMEWORK FOR CURRICULUM DESIGN

World view
Curriculum

The study developed a framework for decision-making about the selection of holidays, associated learning, and appropriate organizing centers. Guiding the direction of the study were questions about the role holiday celebrations can play in the child's construction of a world view, the appropriate and justifiable place of holiday celebrations in the elementary curriculum, and the factors which need to be considered for the role to be realized.

The design of the conceptual framework was based on Goodlad's model for dealing with problems of curriculum and instruction. Based upon a study of the nature and function of ritual and its relationship to holiday celebrations, conclusions about the latter's significance for the human condition and their importance to the developing child were drawn. The relationship of holiday celebrations to the aims of education and guidelines from the social studies provided the framework for the identification of additional goals and objectives. Using the research conclusions of developmental psychologists about cognitive and moral development, implications for the organization of the curriculum, the selection of holidays, the instructional methods, and the role of the teacher in establishing an appropriate classroom environment were identified.

Although the framework prescribed the factors to consider in the design of holiday celebrations curricula, it did not propose a single curriculum. Instead, it suggested possible directions the curriculum might take as it is designed for a particular population. 427 pp.

Order no. 8101380

236. Rabon, Grant Braton, Ph.D. (descriptive/elementary)
The University of Mississippi, 1981

AN ASSESSMENT OF THE SOCIAL STUDIES ACHIEVEMENT OF THIRTEEN-YEAR-OLDS IN RURAL SCHOOLS OF NORTHEAST SOUTH CAROLINA

National assessment
Student performance
South Carolina
Rural students

This study compared performance of 13-year-old students in extreme rural northeast South Carolina with results of the 1971-1972 National Assessment of Education Progress on social studies exercises and by gender and by race within the sample. Representative student samples were drawn from the sixth, seventh, and eighth grades of a sample of twenty schools in the area totaling 324.

Data revealed that national respondents did better than the sample respondents; that the sample showed little difference in achievement between male and female; and that in the sample non-blacks did better on the social studies exercises than blacks. 234 pp.

Order no. 8128112

237. Roach, Patricia Betts, Ph.D. (descriptive/secondary)
University of Missouri-Columbia, 1981

SOCIAL STUDIES CURRICULUM IN THE STATE OF ARKANSAS

Arkansas
Social studies curriculum

The study determined the status of the secondary school social science curriculum in Arkansas. Data were collected from school files, and telephone and personal interviews for 11 urban and 113 rural schools.

Findings indicated that over 50 percent of the school districts required two units of social studies for graduation. American history survey was the most commonly offered course. The typical curriculum was geography in grade seven, American history in grades eight and eleven, civics in grade nine, world history in grade ten, and electives in grade twelve. Traditionally-oriented social studies texts were used in 95 percent of the districts. No significant curriculum revision had been made in the past two years. 125 pp.

Order no. DA8205417

238. Scheppler, Marsha Lynne Donelson, Ed.D. (ethnography/general)
University of Georgia, 1980

A FIELD STUDY OF A STATE SOCIAL STUDIES SUPERVISOR: PATTERNS OF DECISION MAKING, COMMUNICATION, AND LEADERSHIP

Leadership
Supervision
State Education Department

The study is an ethnographic record of the state social studies supervisor at work. The researcher assumed the role of a participant observer to determine the tasks and responsibilities of a state level social studies supervisor and the supervisor's impact on education policy and practices.

The conceptual framework for organizing and analyzing data was based on political concepts of decision-making, communication, and leadership. Participant observation and collection of field notes took place for a period of 40 working days.

Findings were that: (1) consultive work was mostly in response to requests, (2) that the decision-making role related to opportunities to assist others rather than assigned authority, (3) leadership style was basically democratic, and (4) time was the key factor dictating interactions with people. The state supervisor neither had authority to evaluate local teacher performance nor power to

make state policy decisions. From the behavior patterns observed, several hypotheses were offered as guidelines for future quantitative studies. 190 pp.

Order no. 8017178

239. Svengalis, Cordell Meredith, Ph.D. (descriptive/secondary)
The University of Iowa, 1978

THE IMPLICATIONS OF FUTURES EDUCATION FOR SECONDARY SCHOOL SOCIAL STUDIES

Future studies
Curriculum materials
Methodology

By assessing course descriptions, syllabi, and curriculum guides of 25 selected future studies programs, this study identified the most important elements from a theoretical perspective.

Characteristics most present in assessed courses were: (1) emphasis on skills and competencies, (2) emphasis on study of world trends, (3) future study as a study of alternatives, and (4) global interrelatedness and interdependence. Futures education was also found to be more closely related to a reflective inquiry approach to social studies than either the citizenship transmission or social science approaches.

Conclusions were that futures education is a promising alternative to enhance and supplement social studies. 228 pp.

Order no. 7902952

240. Watkins, Samuel William, Ed.D. (historical/general)
Auburn University, 1981

SOCIAL STUDIES IN THE EIGHT-YEAR STUDY AND THE NEW SOCIAL STUDIES MOVEMENT: A COMPARISON OF GOALS

Progressive Education Association
New social studies
Social studies curriculum goals

The purpose of this study was to compare the social studies goals of the Eight-year Study (1932-1941) of the Progressive Education Association with the goals of the New Social Studies movement of the 1960s to determine similarities and differences.

The researcher concluded that although the movements shared some goals, that in other goals the movements varied greatly, often being diametrically opposite. The significant conclusion reached was that neither movement resulted in substantial or long-lasting changes in the social studies curriculum. 160 pp.

Order no. DA8205633

241. Welckle, John Edwin, Ph.D. (historical/general)
University of Minnesota, 1981

SOCIAL STUDIES: BETWEEN SOCIAL SCIENCE AND CULTURAL PLURALISM

Social studies education
Cultural pluralism
Curriculum organization
Curriculum content
Educational foundations

Using a broad fields definition of social studies, this analysis was conducted within the abstract framework of the two organizing principles of social science and cultural pluralism.

The study concluded that the transformation of educational foundations is a prelude to the ascendance of epistemological considerations stressing plurality of experience within the purpose of social studies education, curriculum organization, and curriculum content. 281 pp.

Order no. DA8211567

242. White, Brian John, Ph.D. (descriptive/elementary)
University of Pittsburgh, 1981

SEVENTH AND EIGHTH GRADE SOCIAL STUDIES INSTRUCTION: ANALYSIS OF IDEAL AND PRACTICE ACROSS THREE TYPES OF SCHOOL ORGANIZATIONS

Instructional programs
School organization
Middle school
Junior high school
Elementary school
Pennsylvania

Three predominant types of school organizations housing grades seven and eight were examined to determine relationships between social studies program and school pattern of organization.

A 55-item survey returned by 176 teachers in middle schools, elementary schools, and junior high schools in Pennsylvania was the data source.

It was concluded that reported practices related to type of school organization. But the importance of the various instructional practices could not be related in a statistically significant manner to the type of school organization. 101 pp.

Order no. 8202275

Citizenship, Law-Related, and Political Education

243. Biringer, Joseph Alan, Ed.D. (descriptive/secondary)
Temple University, 1980

SELECTED PENNSYLVANIA SECONDARY SCHOOL STUDENTS' KNOWLEDGE OF FREEDOM OF EXPRESSION RIGHTS AND RESPONSIBILITIES

First Amendment rights
Civic education

The study examined knowledge of First Amendment freedom of expression rights and responsibility by selected Pennsylvania secondary school student leaders.

Subjects were 744 student leaders from 194 schools. A true/false questionnaire was developed from the review of case law and related literature and mailed to the respondents.

Data indicated that the majority understood First Amendment freedom of expression rights and responsibilities. School size or school leadership position accounted for no significant differences in overall test scores. 172 pp.

Order no. 8025070

244. Boggs, Denis D., Ph.D. (descriptive/secondary)
Claremont Graduate School, 1981

THE POLITICAL LEGITIMATION FUNCTION OF THE SOCIAL SCIENCE TEACHER

Citizenship education
Political socialization

This was a preliminary study which attempted to determine how American high schools approach citizenship both from historical and current points of view in the face of a basic dualism that permeates society, i.e., the social ideals incorporated within the basic creed and apparent contradictory concomitant social realities.

Data were collected from questionnaires answered by social studies teachers of several high schools in the Los Angeles area.

Results showed that social dualism seemed not to affect teacher role performance. Teachers did make their students aware of contradictions, preferring the role of mediator and letting students seek reconciliation of conflicting views for themselves. The majority of teachers indicated no personal or collective conflict of legitimation in regard to their role or position. 115 pp.

Order no. 8126402

245. Brown, Ray Clarence, Ph.D. (descriptive/elementary)
University of Missouri-Columbia, 1982

PERCEIVED IMPORTANCE OF BASIC ESSENTIAL SKILLS TEST GOVERNMENT AND ECONOMIC OBJECTIVES FOR MISSOURI ELEMENTARY TEACHERS

Economics
Government
Testing

This study assessed Missouri elementary teachers' perceptions of the importance of Basic Essential Skills Test (BEST) government/economics objectives for students at respective grade levels, the variations in these perceptions by grade level, and the relationship between teachers' perception and selected personal and school data.

Questionnaires were distributed to a random sample of 40 elementary principals who in turn distributed the survey to teachers responsible for social studies instruction. One hundred eighty-five questionnaires were returned.

Results were as follows: (1) teachers' mean grade level responses for each BEST government/economic objective increased with progression through grade levels and resulted in significant linear trends; (2) significant positive relationships were found between BEST government objectives composite scores and history/social science college credit hours, the number of history college credit hours, and grade level teaching responsibility for seventh and eighth graders; (3) significant positive relationships were found between BEST economics objectives composite scores and total history/social science college hours, the number of credit hours in geography and history, and grade level responsibility for seventh and eighth grades. 176 pp.

Order no. DA8310369

246. Byerly, Margo J., Ph.D. (descriptive/elementary)
Indiana State University, 1980

THE STATUS OF LAW-RELATED EDUCATION IN INDIANA ELEMENTARY SCHOOLS

Curriculum

This study posed a set of 11 questions to examine the status of law-related education in Indiana elementary schools.

Two elementary schools in each Congressional district were randomly selected for participation. The researcher administered questionnaires to teachers in 17 schools, while questionnaires were mailed or delivered for administration to 5 other schools. The questionnaire was completed by 309 elementary teachers, kindergarten through sixth grade.

Collected data showed that elementary teachers: (1) were not familiar with the law-related educatior movement, (2) lacked training in this area, (3) lacked access to law-related instructional material, and (4) were not using law-related resources, teaching strategies, or resource people. Findings indicated a need for both preservice and inservice teacher training in law-related education. 147 pp.

Order no. 8029171

247. Davis, Joe V., Ed.D. (descriptive/general)
East Texas State University, 1980

PERCEPTIONS OF SCHOOL BUILDING ADMINISTRATORS OF THE DALLAS INDEPENDENT SCHOOL DISTRICT TOWARD THE CONSTITUTIONAL RIGHTS OF STUDENTS

Student rights
School climate

The study surveyed the understanding of school building administrators of selected Constitutional rights of students based upon position, years of administrative experience, sex, educational level, and school level assignment.

The researcher developed a 53-item questionnaire which was validated by a panel and then mailed to building administrators in the Dallas Independent School District. Usable returns were received from 247 respondents for an 80 percent return rate.

Findings showed no differences based on administrative positions, years of experience, and level of assignment. A significant difference was found based on sex, indicating that female administrators were more considerate of student constitutional rights. A significant difference was also found based on educational level--the doctoral group scored significantly higher than the master's group. Implications were discussed. 138 pp.

Order no. 8107175

248. Enloe, John Smith, Jr., Ed.D. (descriptive/elementary)
The University of Mississippi, 1982

COMMUNICATION ATTEMPTS, PEER PERCEPTION OF LEADERSHIP, AND SELF-CONCEPT IN FOURTH GRADE SOCIAL STUDIES CLASSES

Student communication
Student perception
Educational leadership
Student self-concept

The purpose of this study was to determine the relationship between possible pairings of student communication attempts, student perception of educational leadership among classmates and student self-concept in fourth grade social studies classes.

The Piers-Harris Children's Self-Concept Scale was administered as a measure of self-concept. Profiles of communication attempts were compiled by a trained observer. Subjects were ranked on the basis of total communication attempts.

The following conclusions were drawn: (1) students who communicate frequently are generally perceived by their classmates as educational leaders, (2) those who communicate frequently generally have higher self-concepts, (3) those perceived as educational leaders generally have higher self-concepts. 130 pp.

Order no. DA8217293

249. Franson, Jerome Donald, Ph.D. (historical/general)
George Peabody College for Teachers, 1977

CITIZENSHIP EDUCATION IN THE SOUTH CAROLINA SEA ISLANDS, 1954-1966

Highlander folk school
Myles Horton
Highlander research and education center
Civil rights
Voter registration
Charleston county

An historical study was conducted of the Highlander Research and Education Center citizenship education programs for the inhabitants of the South Carolina and Georgia Sea Islands, focusing especially on Johns Island. The program was aimed at literacy, political awareness, registration, and voting of previously illiterate Blacks.

The study traces the way in which the Highlander program experiences in the Sea Islands became training models for leadership development in many other southern communities during the peak of the civil rights movement in the 1960s. 129 pp.

Order no. 7725100

250. Gavin, Edward Joseph, Ph.D. (analytical/general)
University of Colorado at Boulder, 1979

AN ANALYSIS OF SELECTED KNOWLEDGE/POLITICAL SCIENCE EXERCISES FROM THE FIRST NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SOCIAL STUDIES ASSESSMENT

National Assessment of Educational Progress
Race
Sex
Political Science

This study investigated whether a relationship existed between selected knowledge/political science exercises released from the Year Three Social Studies NAEP assessment and categories of sex and race.

The researcher analyzed data drawn from NAEP's survey of 4,997 young adults from the central United States in 1971-72 in an effort to determine relationships of subpopulations to acceptable performance on 26 exercises.

Conclusions showed that overall performance varied according to sex and race but that race had the larger impact. Blacks indicated a better knowledge of the federal government than of local or state government. (There was no statistical discrimination between black males and black females.) NAEP sampling procedures were deemed insufficient to assess learning in a pluralistic society. In addition, the NAEP assumption of cultural conformity in constructing its assessment instrument was criticized. 318 pp.

Order no. 8002976

251. Glenn, Charles Craig, Ph.D. (analytical/general)
University of Illinois at Urbana-Champaign, 1982

CITIZENSHIP EDUCATION AND THE FIRST AMENDMENT IN PUBLIC SCHOOLS

First Amendment rights
Models of education
Textbook selection
Student newspapers

Cases from federal circuit courts of appeal which dealt with public school students' First Amendment right to speech were analyzed. Three models of education were used as an analytical framework: indoctrination, the marketplace of ideas, and the Socratic methods. Cases were grouped according to subject matter, including underground newspapers, textbooks, and library books, and results were summarized by specific rights.

Results showed students' right to self-expression without prior restraint to be essentially coextensive with adults. Students had

no right to know what is in given textbooks, and boards of education may attempt indoctrination through course and text selection or removal. All circuits denied teachers the right to select textbooks or library books, and the Tenth Circuit Court of Appeals allowed restriction of classroom discussion. Overall, no one theory of education was found underlying decisions within or across the different circuits. 195 pp.

Order no. 8209574

252. Harris, Mitchell Jerome, Ed.D. (experimental/secondary)
Temple University, 1982

A STUDY OF THE UTILIZATION OF SELECTED COMMUNITY RESOURCES IN AN URBAN JUNIOR HIGH SCHOOL

Teaching methods
Community resources

This study identified community resources and developed an instructional program to familiarize students with services addressing students' needs and interests. The researcher-developed instrument, Community Learning Experience Frameworks, was used to assess the program impact.

Two groups of eighth graders learned about community resources, guest speakers, site tours, and field placement. Two other groups of eighth graders lived in the community but received no formal training. All groups were posttested and completed questionnaires. (Abstract discontinued because of excess length.) 123 pp.

Order no. DA8210496

253. Horowitz, David, Ed.D. (descriptive/secondary)
State University of New York at Albany, 1980

RELATIONSHIPS BETWEEN THE ATTITUDES TOWARD STUDENT RIGHTS AND THE PUPIL CONTROL IDEOLOGY OF NEW YORK STATE PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS

Discipline
School climate
Student rights

This study examined the relationships between the attitudes of teachers and administrators toward recent court decisions dealing with student rights and the pupil control ideology of teachers and administrators. Special concern was with knowledge of and attitudes toward student rights and the control of students in school.

Subjects were randomly selected public school teachers and administrators from secondary schools in an 18-county area of New York State. Instruments utilized were a researcher-developed Due Process Questionnaire and a demographic data sheet.

The analysis of the data showed that administrators tend to be more knowledgeable about student rights, more favorable in their attitudes toward laws concerning student rights in school, and exhibited significantly more humanistic beliefs in pupil control than teachers. Female administrators exhibited these tendencies more than males. 159 pp.

Order no. 8021970

254. Jenks, David Barrow, Ed.D. (analytical/general)
University of Kentucky, 1982

A STUDY OF THE ADOPTION OF A STATE MANDATED CITIZENSHIP EDUCATION COURSE IN KENTUCKY BY THE STATE BOARD FOR ELEMENTARY AND SECONDARY EDUCATION IN 1979

Citizenship education
Curriculum
Policy making

The study examined the 1979 Kentucky Board of Elementary and Secondary Education policy requiring that all public school students receive a course in citizenship education. The study related the action to a series of events in which external factors influenced education policy for mandatory course requirements.

The study indicated the manner in which school curriculum policy tends to be a reflection of concerns of influential and critical members of the society. The researcher maintained that the positions in the adoption process focused on two major questions: (1) whether the control of the schools rested in the public arena or with trained professionals, and (2) whether decisions revolving around basic educational issues rested on the authority of state control, or on the autonomy of local administrators and boards of education. 182 pp.

Order no. DA8309060

255. Joseph, Harriet Bickelman, Ed.D. (development/elementary)
Temple University, 1980

THE DEVELOPMENT OF A CURRICULUM MODEL FOR THE TEACHING OF LAW-RELATED EDUCATION FOR THE SIXTH GRADE

Curriculum
Law education
Concepts

This study developed and field-tested a curriculum in law and legal concepts for sixth graders. An urban and suburban classroom were selected to participate in an eight-week unit to teach the concepts of liberty, justice, and equality. Researcher-developed cognitive pre/posttests showed a significant difference at the .005 level for both samples of a t-test of correlated means.

The study showed that (1) a law-related curriculum can be developed incorporating knowledge building, value analysis, and moral and legal reasoning skills for sixth graders, and (2) sixth graders can conceptualize the concepts of liberty, justice, and equality. 304 pp.

Order no. 8025180

256. Lester, Joan B., Ed.D. (ethnographic/elementary)
University of Massachusetts, 1981

DEMOCRATIC EDUCATION AS THE BASIS FOR MULTICULTURAL ACCEPTANCE: A CASE STUDY OF A CLASSROOM OF FIVE-YEAR-OLDS

Race
Sex

The study examined appropriate dimensions of multicultural education for children ages four to six, through exploring the interrelationship between teacher behavior, curriculum, and children's behavior. The research focused on children's acceptance and exclusion of each other on racial and gender basis.

Methodology was participant observation research. The study was conducted in a small private school with an open classroom environment.

Findings were: (1) gender rather than race was the salient characteristic used for exclusion; (2) gender segregation decreased during the four months observation period; (3) three types of intervention strategies were used to decrease gender segregation: environmental manipulation, verbal directives, giving cognitive information; and (4) teacher presence was associated with significantly greater cross-sex play than randomly expected. 169 pp.

Order no. 8110340

257. Loney, Brian Daniel, Ph.D. (analytical/general)
University of Colorado at Boulder, 1979

AN ANALYSIS OF SELECTED AFFECTIVE EXERCISES FROM THE FIRST NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SOCIAL STUDIES ASSESSMENT

National Assessment of Educational Progress
Race
Sex
Attitudes

This study examined the effects of race and sex on performance on selected affective exercises from the first social studies assessment conducted by the National Assessment of Educational Progress. Previously unanalyzed sub-categories of data on First Amendment rights and beliefs in the worth of the individual were used in the analysis.

Performance of black males versus other males, black females versus other females, black males versus black females, and other males versus other females was compared. Nine exercises dealt with understanding of and commitment to the rights contained in the First Amendment to the Constitution. Ten exercises were concerned with belief in and commitment to the worth of the individual.

Conclusions drawn were that both race and sex influenced the affective exercises but that the overall effect of race was greater than that of sex. The researcher noted that the NAEP's sampling procedure failed to provide the types of information needed to assess fully learning and attitudes in a pluralistic society. 308 pp.

Order no. 8002995

258. Metzger, Devon Jay, Ed.D. (descriptive/secondary)
Indiana University, 1977

THE IMPACT OF SCHOOL POLITICAL SYSTEMS ON SELECTED STUDENT ATTITUDES

School climate
Political attitudes
School governance

The question was whether a school system characterized by student participation in decision-making has a more positive influence on student social and political attitudes than a school political system characterized by less student participation in decision-making.

Observation, interviews, and questionnaires were used to evaluate two different systems of school governance within the same school.

Findings were that students in the participatory system had more positive social and political attitudes than the students in the non-participatory systems. Data also showed that students who had been in the participatory system for longer periods had more positive attitudes than those who had been in the system for less time. 154 pp.

Order no. 7800994

259. Montgomery, Lee Allen, Ph.D. (descriptive/secondary)
North Texas State University, 1981

SELECTED RACIALLY MIXED TEXAS PUBLIC HIGH SCHOOL SOCIAL STUDIES STUDENTS' AND TEACHERS' PERCEPTIONS TOWARD CITIZENSHIP AND FACTORS WHICH MAY INFLUENCE PERCEPTIONS OF THE BILL OF RIGHTS

Citizenship
Bill of Rights
Perceptions
Texas

The purpose of this study was to determine perceptions toward citizenship and the Bill of Rights among social studies students and teachers and to examine variables useful in predicting their degree of support for the Bill of Rights.

A 30-item perceptions scale and demographic questionnaire was administered to 72 teachers and 2,495 students in 25 racially mixed Texas public high schools. Results were not abstracted. 127 pp.

Order no. 8128283

260. Oldendorf, Walter Powell, Ph.D. (analytical/general)
Northwestern University, 1980

EXTENDED EDUCATION: A RATIONALE FOR A YOUNG ADOLESCENT CITIZENSHIP EDUCATION CURRICULUM COMBINING THE RESOURCES OF SCHOOL AND COMMUNITY

Citizenship education
Ideologies of education
Community

A reasoned exposition of the principles supporting citizenship education as extended education was provided. An examination of the progressivist ideology of education led to the conclusion that experience is crucial to citizenship education. It was argued that experiences involving young adolescents in adult activities within an adult work context would provide optimum motivation and action necessary for growth.

Extended education was encouraged to provide young adolescents with a framework for experiences in the community organized around seven themes: politics, social problems, the professions, economics, communications, ecology, and municipal planning. Each theme would be explored at four levels--formal classroom, community seminar, community work experience, and the reflective thinking seminar. It was suggested that evaluation of extended education be initiated with ethnographic study of the community work experiences by those participating in the program. 103 pp.

Order no. 8104754

261. Pasanen, Glenn Stuart, Ph.D. (analytical/elementary)
Columbia University, 1979

DEMOCRATIC REPRESENTATION, PUBLIC CHOICE, AND MODERN EDUCATIONAL REFORM: A COMPARATIVE STUDY OF POLITICAL ATTITUDES IN 44 CATHOLIC ELEMENTARY SCHOOLS

Governance
Citizenship
Participation
Decision-making

This was a study of parent political attitudes and parent-school linkages. Analysis focused on governance and policy attitudes, governance structures, and school policies in the framework of two common theories of educational reform: representation theory and public choice theory.

Analysis was based on comparative case studies and aggregate statistics. It was found that parent political attitudes were not linked to school governance structures as representation theory argues. Some linkage was found to choice theory.

The study suggested that public choice theory offers some explanations of parent attitudes and certain patterns of school integration, but it raises questions about the structural focus of reform encouraged by the representation model. The apparent impact of socialization suggests a third model with which to study parent-school linkages. 354 pp.

Order no. 8009541

262. Pelz, Jacqueline Weatherspoon, Ph.D. (descriptive/secondary)
Iowa State University, 1978

AN ANALYSIS OF THE PERCEIVED, DESIRED, AND MEASURED STATUS OF CITIZENSHIP EDUCATION IN SELECTED IOWA SCHOOLS

Citizenship education
Iowa
School climate

The researcher sought to determine if students from school districts ranking citizenship high as a goal achieved differently than students from districts ranking citizenship low as a goal.

Students from grades 7 and 12 of 9 selected schools were given the Civics Educational Goal Attainment Test.

No significant difference was found at grade 12, but a significant difference in performance was found among grade 7 groups. Also no difference in community perception of citizenship education was found. 73 pp.

Order no. 7907274

263. Primeaux, Angelita Fern, D.Ed. (descriptive/elementary)
The Pennsylvania State University, 1979

THE RELATIONSHIP BETWEEN PUPIL CONTROL IDEOLOGY, PUPIL CONTROL BEHAVIOR AND THE POLITICAL ATTITUDES OF ELEMENTARY SCHOOL TEACHERS

Political ideology
Classroom control
Discipline

The study examined whether there was a relationship between elementary teacher's pupil control ideology, pupil control behavior, and their political attitudes. Four correlations were tested: (1) custodialism in pupil control ideology to conservative political attitudes, (2) custodialism in pupil control behavior to conservative political attitudes, (3) humanism in pupil control ideology to liberal political attitudes, and (4) humanism in pupil control behavior to liberal political attitudes.

The Pupil Control Ideology Form, the Pupil Behavior Form, and the Kerlinger's Social Attitudes Scale were administered to 86 subjects.

Only the custodialism in pupil control ideology and conservative political attitudes relationship proved significant. There were no significant differences among teachers by school, type, age, sex, or ethnic affiliation on pupil control ideology or behavior scores. 117 pp.

Order no. 7922332

264. Streb, Richard William, Ed.D. (historical/general)
Columbia University Teachers College, 1979

A HISTORY OF THE CITIZENSHIP EDUCATION PROJECT: A MODEL CURRICULAR STUDY

Citizenship education
Curriculum development
Change agents

An historical analysis of the Citizenship Education Project (CEP), 1949-1957, Teachers College, Columbia University, funded by the Carnegie Corporation was conducted. The project's purpose was to strengthen citizenship education in the nation by working through the public schools and other agencies. CEP worked directly with staff in 2,291 schools in 44 states and received limited cooperation from staff members in 171 colleges or universities.

The researcher determined that although CEP made a number of lasting contributions--retraining of teachers, research, publication, and national distribution of classroom material--it failed to reach its stated objectives. The history of CEP was found to be "a study in administrative misjudgment." Misunderstood were: resistance to change in schools, the key role of the principal, impact of CEP trained teachers as change agents, field service support requirements, and involvement needed by curriculum and social studies professionals. 396 pp.

Order no. 7923624

265. Tanck, Marlin Lavern, Ph.D. (descriptive/secondary)
The University of Wisconsin-Milwaukee, 1978

A STUDY OF THE EFFECT OF SCHOOL ENVIRONMENTAL FACTORS ON POLITICAL PARTICIPANT ATTITUDES OF EIGHTH AND ELEVENTH GRADE STUDENTS IN THE MILWAUKEE URBAN AREA

Political attitudes
Political socialization
School climate
School governance
Communications

The contribution of selected school environmental factors to four political participant attitudes (political interest, political efficacy, political trust, and propensity for adult political participation) of eighth and eleventh graders was investigated. Specific questions were: (1) how much did selected school variables, when controlled for individual and social factors, contribute to the political participant attitudes, and (2) how did the contributions of school variables compare to contributions of individual and social variables.

A political attitude survey based on items from earlier studies was administered to 499 eighth graders and 342 eleventh graders.

Findings were that school variables such as school political efficacy, participation in school decisions, political communication and use of community resources, made significant contributions to the four political participant attitudes, but as a group they were less potent than the individual and social variables. The study suggested that the school has a limited but significant role among political socialization agents in an urban environment. 255 pp.

Order no. 7905054

266. Turner, Mary Jane Nickelson, Ph.D. (historical/general)
University of Colorado at Boulder, 1978

POLITICAL EDUCATION IN THE UNITED STATES: HISTORY, STATUS, CRITICAL ANALYSIS, AND AN ALTERNATIVE MODEL

Political education
Legal constraints
Textbooks

The history of political education, specifically in relationship to political science and the organizational interests of the American Political Science Association was analyzed. Recent political education was analyzed in terms of legal constraints--state laws, state department of education guidelines, state textbook adoption practices, accrediting association requirements, and subject matter preparation for teachers.

Representative textbooks which utilize well-known political science approaches were critically evaluated to determine the extent to which they appear to achieve commonly-stated political education objectives.

The researcher hypothesized that the rhetorical goal of political education, in fact, has never been achievable and offered an alternative political education model based on building citizen capabilities. 281 pp.

Order no. 7820563

267. Waltmon, Audie Lee, Ph.D. (descriptive/general)
Claremont Graduate School, 1980

THE POLITICAL SOCIALIZATION AND DEVELOPMENTAL PATTERNS OF CHILDREN IN A SOUTHERN CALIFORNIA MINING COMMUNITY: SURVEYS AND INTERVIEWS OF ELEMENTARY/SECONDARY STUDENTS WITH A RESULTANT CHART OF POLITICAL DEVELOPMENT

Political socialization
Educational development
Moral development
Social development

The purpose was to: (1) apply political socialization theories and development formulated in previous research to the study sample, and (2) offer a developmental chart of political characteristic acquisitions ranging from preschool through high school in a small, isolated mining community.

Data were collected by survey of 300 respondents and interviews with a cross-section of students. Focus was on when--at what stage in a child's educational, moral, and social development does poli-

tical socialization take place--and the how--considering the influence of family vs. school vs. peers. Also considered was the influence of mass media with emphasis on television.

Kohlberg's and Piaget's developmental theories were used as a basis for determining the intellectual and moral development of the child upon which to build the political development of the child. 117 pp.

Order no. 8005351

268. Welsh, Catherine A.C., Ph.D. (historical/general)
The University of Wisconsin-Madison, 1980

THE INFLUENCE OF SOCIAL EFFICIENCY EDUCATION IN THE TWENTIETH CENTURY: EDUCATION FOR CONTROL OVER, NOT AUTONOMY OF THE INDIVIDUAL

School climate
Discipline
Socialization

This dissertation is an historical study of the sociology of education, 1890-1970. Analyzed were the rationale, history, points of view, and assumptions of social efficiency educators. Included is an assessment of the extent to which those assumptions influenced and were part of the dominant education point of view. The researcher's thesis is that placing emphasis on social efficiency education reduced individualistic tendencies, training individuals for group thinking and acting at the expense of the individual's personal autonomy development. The researcher points out that in the 1970's training students for compliance with group norms was still to be both a necessary and important emphasis in schools.

The study identified and questioned a number of educational operating assumptions with the intent of raising further questions about the direction of educational policy decisions. 147 pp.

Order no. 8025858

Economics Education

269. Baugher, Dean Forrest, Ed.D. (descriptive/secondary)
University of Georgia, 1978

ECONOMICS OF EDUCATION: A STUDY OF EARNINGS EXPECTATIONS OF A SAMPLE OF HIGH SCHOOL JUNIORS IN GEORGIA

Economics
Earnings expectations
Georgia

The purpose was to determine: (1) how influential expected earnings are as a motivation to stay in school, (2) differences in expectations of males and females, (3) accuracy of estimates in relation to amount of schooling prior to entering the job market, and (4) expectation differences rural/urban. A questionnaire was administered to 460 Georgia juniors (233 male and 237 female; 289 rural and 171 urban).

Findings showed: (1) students believed expected earnings were more important than parental pressure to stay in school, (2) male students expected higher earnings than female students, (3) urban students had higher expectations than rural students, and (4) subjects tended to overestimate their expected earnings--males to a greater degree than females, urban to a greater degree than rural. 144 pp.

Order no. 7901617

270. Berge, Richard Harold, Ph.D. (descriptive/general)
Ohio University, 1977

THE ECONOMIC PREPARATION OF SUPERINTENDENTS RELATED TO ECONOMIC ANALYSIS APPLICATIONS AND ATTITUDES CONCERNING ECONOMIC EDUCATION

Administrators
Economics education

The study investigaged the extent to which school superintendents are able to apply economic concepts to the analysis of educational problems, their attitudes regarding the inclusion of economics in the curriculum, and how these perceptions and attitudes are related to their formal economic preparation.

A stratified random sample of superintendents of 60 small, medium, and large Minnesota school districts were given a researcher-constructed assessment instrument previously validated by economists and economic educators and pilot-tested.

Results indicated no relationship between superintendents' formal economic education and the ability to apply economic concepts to the analysis of educational problems. An inverse relationship was reported between the amount of economic education and willingness to integrate economics into the study of other subjects in the curriculum. 232 pp.

Order no. 7807513

271. Brown, Mary Jo McGee, Ed.D. (ethnographic/general)
University of Georgia, 1982

IMPLEMENTATION OF A STATE MANDATED ECONOMICS COURSE IN ONE LARGE SCHOOL SYSTEM: A CASE STUDY

Curriculum change
Economics education

This study described the ongoing process of implementation of a state mandated economics curriculum in a single large Georgia school system. Descriptions included background on state level action, the role of state and local educators and businesses, process, and problems of implementation in the county.

This ethnographic field study utilized document analysis and participant observation and interviews throughout a six-month period in 1979. Triangulation of methods and sources was done to increase validity and reliability of data.

The study revealed five obstacles to effective implementation of the course which emerged during implementation and were not resolved by the time the course was incorporated into the curriculum. It was concluded that for state mandated economics courses, state level curriculum developers need to make available optional curriculum guidance, inservice programs, and course guides where they may be needed. 221 pp.

Order no. DA8308162

272. Bryant, Gloria Hullum, Ph.D. (descriptive/secondary)
The Florida State University, 1978

RELATIVE SIMILARITY IN EMPHASIS ON ECONOMIC EDUCATION CONCEPTS AMONG THREE DIFFERENT CURRICULA IN MISSISSIPPI

Curriculum
Economics
Mississippi

This study examined: (1) economic education concepts emphasized at the twelfth grade by teachers of business studies, social studies, and home economics; (2) emphasis on economic education concepts according to teacher background characteristics; and (3) number of economic education courses required at Mississippi universities by teacher-trainees in the three fields.

Data were collected by questionnaire from 181 teachers.

Findings, in part, were: (1) a significant emphasis difference was noted by the various subject teachers; (2) a significant difference in emphasis was noted according to the number of economics courses a teacher had taken; (3) there was a difference in teacher emphasis according to sex; and (4) diversity existed in economic course requirements for teachers in the three teaching fields at Mississippi universities. The highest degree held appeared to affect the amount of emphasis given to economic education concepts. 124 pp.

Order no. 7815447

273. Gordon, Deanna Wagner, Ed.D. (historical/general)
Virginia Polytechnic Institute and State University, 1982

THE INFLUENCE OF THE VIRGINIA STATE CHAMBER OF COMMERCE ON POLICIES OF THE STATE DEPARTMENT OF EDUCATION AS RELATED TO ECONOMICS EDUCATION, 1959-1981

Curriculum
Economics
Virginia

Using techniques from historiography and ethnography, this study described the influence of the State Chamber of Commerce on policies and curriculum publications of the Virginia Department of Education related to economics education. Interviews were conducted with key state chamber persons and persons in state educational governance. Document searches guided interviews, verified data, and provided additional details.

The study showed that the Chamber of Commerce did influence the timing and substance of economic publications and policies during the period 1959-1974. Influence of a more recent nature was apparent but could not be clearly identified. 272 pp.

Order no. DA8310697

274. Hansen, Ruth Marie Mork, Ph.D. (descriptive/elementary)
University of Minnesota, 1980

AN INVESTIGATION TO DETERMINE IF EARLY ECONOMIC EXPERIENCES CAN PREDICT THIRD GRADE CHILDREN'S ECONOMIC KNOWLEDGE

Economics
I.Q.
Background experience

The relationships among economic knowledge, personal characteristics, and prior background experiences were tested on 361 third grade children in a midwestern suburban school district. The Primary Test of Economic Understanding (Davision and Kilgore, 1971) and the Prior Economic Understanding Inventory developed by the investigator were used.

Conclusions drawn were: (1) I.Q. and economic knowledge are the most strongly correlated variables for both males and females, (2) males who receive high economic knowledge test scores have high I.Q.'s, numerous prior economic experiences, and fathers of high socioeconomic status, and (3) high I.Q. scores account for high economic test scores in females. Prior economic experiences and parental backgrounds did not influence economic knowledge in females. 160 pp.

Order no. 8019531

275. Hill, Richard Nelson, Ed.D. (historical/general)
Duke University, 1980

THE JOINT COUNCIL ON ECONOMIC EDUCATION: A PROGRAM FOR CURRICULUM CHANGE

Curriculum
Economics

An historical summary of the activities of the Joint Council on Economic Education was presented, highlighting contributions to economic education at all levels of schooling.

Records and publications of the Joint Council were used as well as materials published by the American Economic Association, the National Council for the Social Studies, and the National Association of Secondary School Principals. Secondary sources included articles about the program or organization of the Joint Council, or about economic education. 190 pp.

Order no. 8105665

276. Hurlbut, Sherry Poe, Ed.D. (descriptive/secondary)
The University of Alabama, 1981

ECONOMICS EDUCATION IN THE PUBLIC SECONDARY SCHOOLS OF ALABAMA

Economics
Curriculum
Alabama

This study gathered data about the status of economic education in Alabama high schools during the 1979-1980 school year to determine teacher preparation, concepts taught, and attitudes toward economic education.

A total of 93 questionnaires from 60 schools provided the questionnaire data.

Findings included: (1) all schools taught at least one economics course, some taught more, and economic concepts were included in many courses; (2) teachers in small schools tended to be better prepared in economics than teachers from larger schools; and (3) economics was ranked first in importance in social studies. 159 pp.

Order no. 8214417

277. Jackstadt, Stephen Louis, Ed.D. (descriptive/secondary)
Indiana University, 1961

A STUDY OF THE RELATIONSHIPS BETWEEN ECONOMIC KNOWLEDGE AND ATTITUDES OF HIGH SCHOOL STUDENTS

Economics
Economic knowledge
Economic attitudes
American economic system
Business
Labor unions
Hawaii

The relationship between students' economic knowledge and their attitudes toward the American economic system, business, and labor unions was examined. Economic knowledge was measured by a nationally normed test. Two models relating demographic variables, economic knowledge, and economic attitudes were tested by path analysis to determine causal order of the variables.

The study confirmed that knowledge of economics enhanced the Hawaiian students' appreciation of the American economic system and institutions. 156 pp.

Order no. 8114957

278. McNeil, Linda McSpadden, Ph.D. (descriptive/secondary)
The University of Wisconsin-Madison, 1977

ECONOMIC DIMENSIONS OF SOCIAL STUDIES CURRICULA: CURRICULUM AS INSTITUTIONALIZED KNOWLEDGE

Economic knowledge
Curriculum
Controversy
United States history

The study examined how the school filters knowledge, particularly economics knowledge. Whereas the traditional curriculum research focuses on outcomes, this study focused on the in-use curriculum to reveal the processing of knowledge within the classroom.

Contemporary U.S. history classes were observed for 18 weeks. Observation was supplemented by interviews with teachers and one-third of students in the classes and by investigation into the history of the school.

The study confirmed that a false consensus on the nature of the economic and political system is presented. It also demonstrated that often what is admissible as "official" classroom knowledge contradicts personal information held by teachers and students.

Teachers and students tended to negotiate their willingness to enter their private information into public discussion. Further documentation of these patterns and processes was called for.

Order no. 7723720

279. Muth, John William, Ph.D. (descriptive/secondary)
University of Colorado at Boulder, 1978

THE FEASIBILITY OF COMMUNITY-BASED ECONOMIC EDUCATION AT THE HIGH SCHOOL LEVEL

Economics
Curriculum
Textbooks

The study examined whether an alternative mode of economic education, as opposed to a standard national-issues oriented citizenship economics course, was desirable and practical. The alternative offered was a community-based economic curriculum, involving student field research of the economic system in the home community.

Procedures included evaluation of ten commonly used economic textbooks, a survey of 234 Colorado and Utah students' economic interest and awareness, and participation of 33 subjects in a pilot alternative program.

Findings were that: (1) textbooks did not incorporate learning and teaching strategies implied by educational research and learning theory, (2) most students were not economically well-informed but expressed a willingness to take an economics course, and (3) the community-based economics curricula was not deemed a viable alternative to the traditional economic high school course. 501 pp.

Order no. 7903079

Geography and Global Studies

280. Cooke, Kathleen Goloski, Ed.D. (experimental/elementary)
State University of New York at Albany, 1978

THE RELATIONSHIP BETWEEN SPATIAL COGNITIVE DEVELOPMENTAL LEVELS AND THE ACHIEVEMENT OF MAP SKILLS AND CONCEPTS

Curriculum organization
Cognitive development
Map concepts
Map skills

Investigated was the relationship between spatial cognitive developmental level and the achievement of map skills and concepts, specifically: (1) evidence of a difficulty hierarchy in learning

identified map skills and concepts, (2) difference in map skill achievement of students at different Piagetian spatial cognitive developmental levels, and (3) after a short period of instructions, the difference in map skill achievement of students at different Piagetian spatial cognitive developmental levels.

The McNemar analysis was applied to responses of 50 fourth grade students to the Iowa Test of Basic Skills (ITBS) map subtests to create a hierarchy of map skills and concepts. To answer the second question 75 fourth grade students were administered the ITBS map subtest as a premeasure, and were tested with three spatial tasks to ascertain level of spatial cognitive development. To answer question three, as a four week treatment, use of SRA Map and Globe Skill Kit was assigned to half of the 75 subjects. After treatment they were posttested with an alternate form of the ITBS map subtest.

Conclusions were that certain stages of spatial developmental growth provided a period of cognitive dissonance during which time the map skills instruction used in this study was most effective. Distinctions of performance among developmental groups were usually related to item complexity, not content. The implication of these results for curriculum development was discussed. 120 pp.

Order no. 7818169

281. Knight, Colin Leslie, Ed.D. (descriptive/secondary)
University of Georgia, 1982

AN INTERNATIONAL STUDY OF RELATIONSHIPS BETWEEN GEOGRAPHIC KNOWLEDGE OF STUDENTS AND THEIR ATTITUDE TO OTHER NATIONALITIES

Multicultural education
Geography

The purpose of the study was to investigate whether a relationship exists between geographic knowledge and favorableness of attitude towards American nations and peoples.

Students from 50 secondary school classes in 13 countries responded to questionnaires. Questionnaires included a battery of four instruments--a student questionnaire, a projective sentence-completion test to measure nationality images, a Remmers' attitude scale, and a geographic knowledge test using fact stems keyed to a map of the Americas. Cross-national data on nineteen variables associated with the countries of residence supplemented questionnaire data.

Analysis of this data indicated no relationship between the attitudes of students toward nations and peoples of the Americas and geographic knowledge of these countries. However, there was evidence of relationships between country of residence, sex, and educational expenditure per capita and student attitudes toward other countries. 266 pp.

Order no. DA8308184

282. Schlageter, J. Noel, Ed.D. (descriptive/secondary)
The University of Rochester, 1980

STUDENT COGNITION, ATTITUDES, AND ACTION-ORIENTATION AND TEACHER ATTITUDES TOWARD ENVIRONMENTAL EDUCATION CONCEPTS AT THE SEVENTH GRADE LEVEL

Teacher attitudes
Student attitudes
Environmental education

The study investigated student attitudes toward knowledge of and action-orientation toward the environment and teacher attitudes toward environmental management concepts.

Subjects were 676 seventh graders and 104 seventh grade teachers in 9 randomly selected New York state schools. The students completed the revised version of the Environmental Knowledge and Opinion Survey, the Student Checklist of Environmental Action-Orientation, and a demographic data questionnaire. Teachers completed the Teacher Attitude Survey on Environmental Management Concepts and a teacher background data sheet.

Significant contingency coefficients were identified for student attitude scores with respect to family size, residential location, and sex; and for student knowledge scores with respect to family size, residential location, SES, and sex. Only one significant contingency coefficient for teacher data, teacher attitude with respect to preferred method of teaching environmental education, was identified. The researcher concluded that male students appeared to have a more positive attitude toward the environment than female students, but females did better in environmental knowledge. Teachers possessing a positive attitude toward environmental management concepts favored an interdisciplinary approach to environmental education. 180 pp.

Order no. 8017117

United States and World History

283. Carman, Timothy John, Ed.D. (descriptive/general)
Montana State University, 1979

A COMPARISON OF JUDGMENTS OF MONTANA'S HIGH SCHOOL-COLLEGE INSTRUCTORS REGARDING THE RELATIVE IMPORTANCE OF TOPICS FOR A COURSE IN UNITED STATES HISTORY IN HIGH SCHOOL

U.S. history
Curriculum organization
Montana

A questionnaire to collect judgments concerning the relative importance of 44 topical areas, course length, grade level placement, the required status of U.S. history, and credits deemed appropriate was administered to all high school and university U.S. history teachers in Montana.

Results showed, in part, agreement on 39 of the 44 topics, but mixed results were obtained as to actual course content. The two groups were in general agreement as to course length, required status, and grade level placement; however, there was disagreement as to credit allocation. 247 pp.

Order no. 7925064

284. Dodge, Ellen Elizabeth, Ed.D. (historical/secondary)
Columbia University Teachers College, 1979

A STUDY OF THE ARTICULATION OF AMERICAN HISTORY COURSES IN HIGH SCHOOLS AND COLLEGES IN THE TWENTIETH CENTURY

American history
Curriculum organization
Historical literature

This study traces the articulation of American history courses in the curricula of American high schools and colleges based on a survey of professional literature since the turn of the century.

Several trends were noted: (1) duplication in high schools and colleges due to poor teaching and poor learning in high school, and (2) the view during World War II that patriotism demanded emphasis on American history in both the high schools and colleges. Proposed remedies to eliminate unnecessary duplication were discussed, such as the four-year junior college and the Advanced Placement Program. 173 pp.

Order no. 7923584

285. Matsueda, Tsukasa, Ed.D. (descriptive/secondary)
University of Massachusetts, 1981

DEVELOPING AND IMPLEMENTING A MULTICULTURAL U.S. HISTORY COURSE: A CASE STUDY OF A SUBURBAN HIGH SCHOOL

Multicultural education
Curriculum

The study explored needed curriculum changes to make curriculum more representative of our culturally pluralistic society and more relevant to students of all sociocultural backgrounds.

Past and present views on the theory of Anglo-Saxon conformity and on cultural pluralism were examined. A definition of multicultural education was developed. The study then described the development of a pilot multicultural U.S. history course and one of its component units at Sequoia High School in Redwood City, California, which evaluated the school's multicultural program. Student opinions were collected at the end of the course.

Two significant findings were: (1) continuation of the course on a regular basis was recommended by a strong majority of all students, regardless of sex or ethnic background, and (2) the only major difference of opinion was on the question of whether the course should be extended into a semester course with majority students and teachers against and most ethnic-minority students and teachers for extension. The project provided reasonable evidence that a multicultural course for all students on a mandated basis could be implemented. However, the experience showed that an integrated multicultural education program must have widespread support among all facets of the school community in order to succeed. 280 pp.

Order no. 8110349

286. Robinson, David Paul, Ph.D. (historical/general)
Stanford University, 1977

HISTORICAL MODELS OF THE EMERGENCE OF THE SOCIAL STUDIES

History of social studies
Conventional framework
Revisionist frame of reference
Cultural political framework

The researcher traced the historical development of the social studies. Viewing the usual progressive reform explanation as too simplistic, he approached the subject from the conventional, revisionist, and cultural-political frames of reference.

Analysis of materials showed that the emergence of the social studies was a complex phenomenon, not explainable by one specific historical framework. Neither the conventional model interpreting social studies as sharing in the evolutionary progress of public education, nor the revisionist model explaining social studies as creating loyalty to a set of cultural norms favorable to class interests provided a full understanding of the process.

The conclusion was that the social studies from the perspective of different models demonstrated that the process of history is superideological and that historical developments will continue to be profoundly ambiguous. 251 pp.

Order no. 7802224

287. Fallon, Charles Dennis, Ed.D. (descriptive/secondary)
The University of Rochester, 1980

WOMEN'S STUDIES IN THE SOCIAL STUDIES CURRICULA OF SECONDARY SCHOOLS

Curriculum
Women's studies
New York

The study attempted to survey social studies teachers of women's studies in New York state secondary schools to review the following: (1) the number of New York secondary schools offering women's studies courses; (2) increases or decreases in enrollment in the courses; (3) materials used to reach objectives; (4) characteristics of students taking courses; (5) teachers' perceptions of courses as a vehicle for sex role attitude change.

Questionnaires were mailed to 22 teachers and 19 were returned. Results of this small sampling showed a decline in number of courses and in student enrollment. Most instructors reported success in reaching objectives. However, women studies as a social studies elective appeared to be in a precarious position in some schools and had been dropped by others. 113 pp.

Order no. 8025043

288. Farrell, Marie D., Ed.D. (descriptive/secondary)
Brigham Young University, 1980

A STUDY OF MULTICULTURAL EDUCATION IN SELECTED SECONDARY SCHOOLS IN OREGON

Cultural pluralism
School climate
Ethnicity
Oregon

The study examined types of multicultural education programs and activities used in Oregon secondary schools to satisfy 1975-1976 legislative and administrative mandates.

Four questionnaires each were distributed to 72 public high schools to be completed by one administrator and three teachers.

Data analysis showed infrequent promotion of ideas and values supporting cultural pluralism. No statistical differences were found in relation to school size, nor was there any significant difference between schools with high minority populations and schools with low minority populations. 190 pp.

Order no. 8025622

289. Frank, Robert Morris, Ph.D. (experimental/secondary)
University of Missouri-Columbia, 1979

IMPROVING STUDENTS' SELF-CONCEPT THROUGH THE USE OF PROJECT SELF-DISCOVERY IN HIGH SCHOOL BEHAVIORAL SCIENCE CLASSES

Behavioral science
Self-concept

The study investigated whether Project Self-Discovery could effectively supplement high school behavioral science class instruction so as to improve students' self-concept.

Subjects were two Missouri high school psychology classes. Each student completed the Self-Control scale from the Adjective Check-List and the California Psychological Inventory. School counselors and cooperating teachers completed a Staff Evaluation Form for each student. The Tennessee Self-Concept Scale was administered at the conclusion of the treatment Project Self-Discovery.

Statistical tests of the data did not produce any significant results leading to the conclusion that Project Self-Discovery, as used in this study and with these subjects, failed to improve student self-concepts. 275 pp.

Order no. 8024352

290. Gayeski, Diane Mary Lisa, Ph.D. (developmental/secondary)
University of Maryland, 1979

AN ETHNIC STUDIES CURRICULUM: THE DEVELOPMENT OF A CURRICULUM MODEL THROUGH THE PRODUCTION AND EVALUATION OF COMMUNITY-BASED MATERIALS

Ethnic studies
Curriculum organization

A curriculum model for the development of community-based ethnic studies materials was designed and evaluated. The research documented and substantiated the processes, relationships, and techniques to be used in design, production, and evaluation of ethnic studies curriculum materials in collaboration with the ethnic community.

An instructional design model was developed which synthesized concepts from the classical and socio-cultural schools of curriculum development. A series of four instructional videotapes was produced. Finally, these videotapes were field tested on high school students and reviewed by curriculum specialists.

Results indicated that the model was workable utilizing the videotapes; the materials satisfactorily met the goals and needs of the

ethnic community; and the materials were effective for imparting cognitive information and stimulating student interest in ethnicity. 160 pp.

Order no. 8016710

291. Jensen, David Nicholas, Ph.D. (analytical/general)
University of Missouri-Kansas City, 1978

AN EXPLORATORY STUDY ANALYZING THE POSITIONS OF THREE THIRD FORCE PSYCHOLOGISTS AND THE INFLUENCES OF THEIR POSITIONS ON CURRICULAR DEVELOPMENT IN THE AREA OF SOCIAL STUDIES

Curriculum development
Humanism
Humanistic psychology

The influence of three major humanistic psychologists--Carl Rogers, Abraham Maslow, and Sidney Jourard--on curriculum development in the social studies was examined.

The study consisted of: (1) a critical analysis of the position of the three third force psychologists; (2) the identification of the assumptions made in their studies of man and the derivation of a set of criteria to evaluate social studies curricula from such assumptions; and (3) the utilization of such criteria in the analysis of curriculum documents which represent humanistic positions. Based on the criteria, five documents were analyzed revealing a great variance in the use of the humanistic point of view. Two of these documents differed radically from regular textbooks in the field.

The analysis suggested: (1) the humanistic position is vaguely stated and it is difficult to transfer into regular textbook or course formats; (2) evaluation from a humanistic position presents a number of problems with large classes (30 students); and (3) humanists may emphasize the individual too much and this tendency may need to be counterbalanced. 332 pp.

Order no. 7908682

292. O'Neil, Dennis, Ed.D. (analytical/secondary)
University of Massachusetts, 1978

A STUDY OF PRE-COLLEGE PSYCHOLOGY FROM A SOCIAL STUDIES PERSPECTIVE

Curriculum
Psychology
Citizenship education

The researcher asserted that secondary school psychology courses developed by psychologists are not supportive of the primary social studies curriculum objective, specifically citizenship education.

An analysis of the approaches developed by psychologists for high school psychology were assessed as lacking depth and focusing on problem solving as it relates to public policy issues.

The conclusion was that social study theorists must attempt to include psychology as a full partner in the citizenship education curriculum. 146 pp.

Order no. 7903818

293. Ruopp, Richard Randolph, Ed.D. (historical/general)
Harvard University, 1977

THE NECESSITIES CASE: A POLICY STUDY AND INTERPRETIVE HISTORY OF A NATIONAL SOCIAL STUDIES CURRICULUM REFORM PROJECT FOR K-12 AMERICAN INDIAN AND NATIVE ALASKAN STUDENTS, 1968-1970

Curriculum development
Teacher inservice training
American Indians
Native Alaskan

This study is an historical analysis of PROJECT NECESSITIES initiated by the Bureau of Indian Affairs in mid-1968 to develop a new K-12 social studies curriculum for American Indian and Native Alaskan students.

The project was planned for three phases: (1) planning (6 months), (2) curriculum materials development (3 years), and (3) inservice training of teachers (2 years), but it lasted just over two years. It was found that the project did not succeed; very little use was made of curriculum materials developed.

The author reflected on the lessons learned in initiating the project and suggested that the project can be seen as a model of "curriculum reform as a social movement" responsive to the demands of the professional. A preliminary sketch of an alternative model "curriculum reform as a social experiment" was presented as a promising approach to future curriculum reform. 353 pp.

Order no. 7730698

294. Smey, Barbara Ann, Ed.D. (descriptive/secondary)
Rutgers University The State University of New Jersey, 1980

SOCIAL EDUCATORS' PERCEPTIONS OF WOMEN IN ADMINISTRATIVE ROLES AND CURRICULUM

Sex-role stereotyping
Women's studies
Career aspirations

The perceptions of men and women social studies educators regarding women in educational leadership positions were examined and the decisions of these educators to teach women's studies were compared.

Disguised incident self-rating and background information questions were administered to a stratified random sample of 393 New Jersey secondary social studies teachers.

Among the results were: no perceived difference in evaluation by secondary principals associated with sex of principal; differences in aspirations for educational administration between men and women; differences in amount of class time developed to women's studies; no difference in expectancy of encouragement from spouse. 227 pp.

Order no. 8014253

Values Education, Moral Education

295. Cagle, Bobby Wayne, Ed.D. (experimental/elementary)
The University of Tennessee, 1980

THE COMPARISON OF REAL-LIFE MORAL REASONING WITH HYPOTHETICAL MORAL REASONING OF CHILDREN ABOUT THEIR SPONTANEOUS PHYSICALLY AGGRESSIVE BEHAVIORS

Moral reasoning
Socialization
School climate

The study compared children's moral reasoning about real-life behaviors and parallel hypothetical situations.

Subjects were 21 kindergartners observed over a 12-week period for spontaneous physically aggressive behaviors. The researcher used a rating scale by Eisenberg-Berg and Neal to elicit moral reasoning responses from subjects justifying their behavior. Following the observation period each subject was presented with hypothetical stories. Moral reasoning justifications were again elicited through probe questioning. Data were analyzed by percentage agreement between real-life and hypothetical moral justifications.

The major conclusion was that preschool children predominantly used pragmatic moral justifications for their own spontaneous physical aggression in both real-life and hypothetical situations. 77 pp.

Order no. 8018475

296. Horowitz, Ronald Stephen, Ed.D. (descriptive/secondary)
Temple University, 1978

STUDENT VALUES IN A HIGH SCHOOL WITH AN ALTERNATIVE OPTION

Alternative school
Student values
Citizenship

This investigation focused on the contention that students choosing the alternative option within a public school district have values significantly different from students in conventional school programs. Differences between perceived and stated value rankings, and the ranking of freedom and equality on the Rokeach Value Survey (RVS) were the measures used with students in the high school.

Findings were that alternative students strive for more enduring and personal contact with their peers and focus more on their internal feelings than do conventional students. The impression exists that alternative students strive for more freedom, yet data indicated no differentiation in the ranking of freedom but that alternative students ranked equality higher than conventional students. 129 pp.

Order no. 7812274

297. Plimpton, Richard Allen, Ph.D. (descriptive/secondary)
The University of Toledo, 1979

THE RELATIONSHIP OF ORGANIZATIONAL CLIMATE TO LEVELS OF STUDENT MORAL JUDGMENT

School climate
Moral judgment

The hypothesis that students attending more open and democratic climate schools would evidence higher levels of moral judgment than those attending more closed climate schools was tested. Eight auxiliary questions focused on the relationship of specific climate components to student moral judgment levels.

School climate was determined by professional staff people completing the Organizational Climate Description Questionnaire (OCDQ). Moral judgment level data were obtained by administering the Defining Issue Test (DIT) to the students--9th graders from eight Michigan junior high schools.

Data failed to show a relationship between more open school climate and higher moral judgment. Schools with lower degrees of aloofness (a sub-test on the OCDQ) did show higher student moral judgment scores. Although not significant, a positive relationship was established between other social control sub-tests and levels of moral judgment. 101 pp.

Order no. 7921357

298. Schockley, Foster Brown, Jr., Ph.D. (analytical/elementary)
George Peabody College for Teachers of Vanderbilt University, 1980

IMPLICATIONS OF PESTALOZZI'S EPISTEMOLOGY FOR CONTEMPORARY EARLY CHILDHOOD MORAL DEVELOPMENT

Moral education

This study investigated Pestalozzi's theory of moral development and instruction in the context of contemporary democratic, pluralistic, multiracial, multicultural, industrial, and technological society. Some moral education problems addressed were: (1) What values should be taught? (2) What is a moral person? (3) When does moral development begin, and how? and (4) Do changing social circumstances determine what is considered morally good or bad?

The procedure used was to analyze, organize, criticize, and synthesize Pestalozzi's epistemology with primary focus on instruction for moral development. Implications were drawn as they related to contemporary early childhood education and practical applications for early childhood education were suggested. 159 pp.

Order no. 8015528

299. Smith, Jean E., Ed.D. (descriptive/secondary)
State University of New York at Albany, 1980

MORAL REASONING CAPABILITY OF HIGH SCHOOL SENIORS AS RELATED TO PRIORITY OF SCHOOL GOAL FOR MORAL EDUCATION AND CLASSROOM ENVIRONMENT

Moral education
Socialization

This study described relationships among selected factors bearing upon moral development in schools. The factors considered were: priorities assigned by parents and teachers to moral development objectives, and teacher and student evaluations of classroom environments which stimulate moral development. The extent to which high school seniors preferred principled moral reasoning in making moral judgments served as the measure of moral development.

A random sample of 185 parents, 164 teachers, and 273 high school seniors drawn from ten public and Catholic high schools served as subjects. A rating scale of Goals for Elementary, Secondary, and Continuing Education in New York State, James Lengel's Classroom Process Objectives for Moral Development, and James Rest's Defining Issues Test were used to obtain data.

Conclusions based on findings were: (1) teacher intention as to the importance of a goal supporting moral reasoning is a predictor of student ability to reason about moral issues in public and Catholic schools, (2) teacher intention plus an environment condu-

cive to moral development further strengthens the relationship to the moral development of students, and (3) in schools where parent and teacher intention are in accord, the extent to which students reflect principled moral reasoning is in accord with that level of intention. The researcher stated that fostering teachers' competence as moral educators and enlisting parents as partners in moral education are ways to enhance moral development of students. 252 pp.

Order no. 8018428

300. Wilson, Thomas Lee, Ph.D. (descriptive/secondary)
Kent State University, 1980

A STUDY OF EXPRESSED ATTITUDES TOWARD TEACHING FIVE CONTROVERSIAL ISSUES IN PUBLIC SCHOOLS

Curriculum
Controversial issues

This study analyzed attitudes of students, parents, teachers, and administrators toward the teaching of five controversial issues in high school: alcohol and other drugs, evolution, euthanasia, population control, and human sexuality. Also analyzed were teachers and administrators roles in dealing with the topics.

A researcher-prepared questionnaire was used to survey 50 high school students, 50 sets of parents, 50 teachers from the same school, and 50 administrators from the same district, a midwestern city school district.

Findings showed: (1) students and teachers had more positive attitudes toward teaching the subjects than did parents and administrators, (2) students and teachers had a more positive attitude toward the right of the teacher to express a personal opinion in the classroom, (3) students and teachers had more negative attitudes toward the right of an administrator to restrict teaching issues in the classroom, (4) administrators had more negative attitudes toward euthanasia, abortion, and birth control, and (5) all groups supported teaching about alcohol and other drugs. 160 pp.

Order no. 8100726

Social Studies - General

301. Abu-Helu, Yaqub Abdalla, Ph.D. (descriptive/general)
Stanford University, 1978

IMAGES OF THE ARABS AND OF THEIR CONFLICTS WITH ISRAEL HELD BY AMERICAN PUBLIC SECONDARY SCHOOL SOCIAL STUDIES TEACHERS

Israel
Arabs
Teacher attitudes

This is a study of the images teachers in the San Francisco Bay area had concerning Arabs and the Arab-Israeli conflict.

Interviews were conducted with 30 teachers and questionnaires were mailed to 420 teachers from 145 secondary schools to ascertain their attitudes and opinions concerning Arab culture.

Tabulated results indicated that 89.6 percent of the teachers believe the Arabic culture is a combination of Islamic teachings and Arabic traditions and norms. However, the concept "Arab World" is not well understood. "The Middle East," "the Near East" and "Arab World" are used interchangeably. A majority (88.2 percent) agree the Arab-Israeli conflict is an important subject to be taught in their classes. The majority identified the mass media, teaching materials, U.S. foreign policy, and Zionist influence in the United States as the most important factors in shaping their attitudes and opinions. 312 pp.

Order no. 7905808

302. Adler, Susan A., Ph.D. (descriptive/elementary)
The University of Wisconsin-Madison, 1982

ELEMENTARY SCHOOL SOCIAL STUDIES: STUDENT-TEACHER PERSPECTIVES

Preservice teachers
Teacher perspectives

A field study was conducted to investigate perspectives toward social studies of four preservice teachers during their teaching semester. Perspectives were defined to include the behaviors and contexts of particular teaching tasks as well as the ideas and assumptions about those tasks.

Methodology employed was observation of and interviews with the preservice teachers throughout the student-teaching semester.

The perspectives expressed by student-teachers were complex and varied. Although the perspectives of the four subjects could roughly be grouped into two categories, the complexity and variety of their perspectives were as important as the similarities. Social studies teaching was best understood in light of the several and interconnected dimensions of perspectives rather than perspectives toward social studies alone. Factors which appeared to influence these perspectives included past experiences, immediate teaching situation, and the beliefs and ideas student teachers brought to teaching.

303. Allen, John Phillip, Ph.D. (descriptive/general)
Purdue University, 1979

A STUDY TO COMPARE THE CONCEPTUAL SYSTEMS AND QUESTIONING BEHAVIOR OF PRESERVICE TEACHERS IN SOCIAL STUDIES METHODS COURSES

Teaching methods
Teacher education
Inquiry
Ecology

This study explored the possibility of a relationship between certain characteristics of teachers' thought processes necessary for effective inquiry, and the levels and types of questions asked following a provocative slide-tape presentation.

A sample of 49 preservice teachers from elementary and secondary social studies methods classes participated. Based on scores from the Harvey Conceptual Systems Test, 21 were classified as "concrete" in the cognitive process, and 28 as "more abstract" in cognitive processes. All were exposed to an ecology slide-tape presentation. Groups of four made an audiotape of their reactions to the presentation.

Results reported that concrete thinking students asked significantly more high-level questions; abstract thinking students asked more low level questions; and abstract thinking students received a significantly higher rating on how well they met the criteria of the inquiry model. Conclusions were that the use of high level questions was not associated with effective inquiry-oriented instructions. There was a relationship between participants' conceptual system and the ability to meet criteria considered necessary for inquiry-oriented social studies instruction. 99 pp.

Order no. 7926346

304. Andres, Pacita Nicolas, Ed.D. (descriptive/secondary)
Indiana University, 1982

SOCIAL STUDIES ORIENTATIONS OF SECONDARY CLASSROOM TEACHERS IN THE STATE OF INDIANA

Teacher characteristics
Social studies orientation

The purpose of this investigation was to determine if a relationship existed between teachers' social studies orientations and certain demographic and professional variables.

A three-part questionnaire was mailed to a random sample of 400 teachers: Part I--Informational Background, Part II--Kerlinger/Kaya Education Scale, and Part III--Social Studies Preference Scale.

The data tended to support a relationship between educational attitude and social studies orientation, but tended not to support the relationship of highest academic attainment and social studies orientation or a relationship of grade level taught and social studies orientation. 136 pp.

Order no. DA8209884

305. Basile, Joseph Charles, II, Ed.D. (experimental/elementary)
West Virginia University, 1977

THE IMPACT OF A SOCIAL STUDIES CURRICULUM DEVELOPMENT MODEL FOR INSERVICE EDUCATION ON A SELECT GROUP OF ELEMENTARY SOCIAL STUDIES TEACHERS

Inservice education
Curriculum

The major purpose was the generation of substantive and evaluative baseline data pertaining to the impact on elementary social studies teachers of a concentrated curriculum development model for inservice education in social studies.

The general question posed was: does a Concentrated Curriculum Development Model for Inservice Education in Social Studies (CDMIESS) influence a measurable trend in behavior on an intact group of elementary social studies teachers in a pretest and posttest design including the following variables: self-concept, human relations, dogmatism, values, creativity.

Findings showed that the CDMIESS did influence a measurable trend in behavior in the following variables: self-concept, human relations, dogmatism, values, and creativity. Analysis of comparisons showed a 75 percent increase from pre- to posttest. The model was suggested as a data base to facilitate curricular decision-making relative to inservice education. 147 pp.

Order no. 7808707

306. Bass, Jo Ann Scott, Ph.D. (experimental/secondary)
The University of Texas at Austin, 1980

EFFECTS OF AN INSERVICE PROGRAM ON TEACHER PLANNING AND STUDENT ACHIEVEMENT WITH MIDDLE SCHOOL SOCIAL STUDIES TEACHERS

Teacher education
Inservice program
Teaching methods
Direct instruction
Associations
Skills
Concepts
Generalizations
Lesson planning

Three hypotheses were tested: (1) an inservice program based on the principle of direct instruction can train teachers to plan lessons which contain four elements of direct instruction; (2) post-training student achievement scores on teacher-designed lessons will be higher than pre-training scores; (3) there will be a direct relationship between the number of elements of direct instruction incorporated in post-training lesson plans of teachers and the level of student achievement obtained.

Subjects were 25 volunteer middle school social studies teachers from Austin, Texas. As a pre-test subjects were asked to develop written lesson plans; teach four lessons which present associations, skills, concepts, and generalizations, and to administer four accompanying end-of-lesson tests to students. Treatment consisted of six inservice training sessions on the use of four instructional strategies for teaching associations, skills, concepts, and generalizations. The same procedures were repeated for the posttest.

Results showed: (1) training increased elements of direct instruction, (2) students showed increased achievement in the posttest, (3) a significant relationship between the number of elements of direct instruction incorporated by teachers and the level of pupil achievement obtained was established. 200 pp.

Order no. 8100870

307. Bonar, Bruce Delano, Ed.D. (descriptive/secondary)
West Virginia University, 1977

AN ANALYSIS OF SECONDARY SOCIAL STUDIES TEACHERS' PROFESSIONAL POSITIONS REGARDING THE INSTRUCTIONAL GOALS FOR THE SOCIAL STUDIES

Teaching methods
Instructional goals
Curriculum

Perspectives of West Virginia senior high school social studies teachers toward instructional goals for the social studies and their attitudes about selected concepts relating to social studies were studied. Two hypotheses were posed: (1) there is no significant difference in meaning of selected concepts based on teacher demographic data, and (2) there is no significant difference in philosophical position regarding instructional goals based on teacher demographic data.

The Social Studies Three Tradition Checklist of Barth and Norris was mailed to a sample of 219 teachers to ascertain preference for three competing social studies traditions: social studies as citizenship transmission, social studies as social science, and social studies as reflective inquiry.

Conclusions were that years of teaching experience were not a factor in attitudes toward concepts or toward choice of teaching approach. College training did not affect ratings of selected concepts but did affect choice of teaching approach. 126 pp.

Order no. 7732073

308. Farmer, Rodney Bruce, Ph.D. (descriptive/secondary)
University of Missouri-Columbia, 1978

THE RELATIONSHIP BETWEEN SOCIAL STUDIES TEACHER SELF-ACTUALIZATION AND TEACHER EFFECTIVENESS

Teacher characteristics
Teaching effectiveness

The purpose was to investigate the relationship between social studies teacher degree of self-actualization and social studies teacher effectiveness.

Fifty-two Missouri secondary social studies teachers were administered the Personal Orientation Inventory. Their students were given the Effective Teacher Scale.

Among the results reported was that increased degree of teacher actualization in combination with increased teacher age and increased teacher religious non-fundamentalism were significantly and positively related to effective teacher cognitive behavior. 133 pp.

Order no. 7906871

309. Felton, Randall Garrett, Ph.D. (descriptive/secondary)
The Florida State University, 1979

A STUDY OF BLACK AND WHITE URBAN SOCIAL STUDIES TEACHER PERCEPTIONS IN LIGHT OF EQUALITY OF EDUCATIONAL OPPORTUNITY COMMITMENTS

Teacher attitudes
Teacher satisfaction
Teacher morale
Teacher status

This study examined perceptual differences of urban White and Black North Florida social studies teachers in White and Black secondary schools, specifically: (1) teachers' perceptions of the students, (2) teachers' perceptions of the status of Black schools, and (3) teachers' degree of job satisfaction/dissatisfaction.

Subjects were 261 secondary teachers in Duval County, Florida. Data were obtained by a questionnaire developed in part by the investigator and in part based on similar studies conducted by Eubanks and Taylor.

Reported findings were: (1) student body racial composition significantly affected teachers' perceptions, (2) teachers' perceptions of students were unfavorable throughout the district, (3) job dissatisfaction among White teachers in Black schools was a problem, and (4) teaching in Black schools was associated with low status. 210 pp.

Order no. 8006250

310. Fontana, Lynn Ann, Ph.D. (descriptive/general)
Indiana University, 1980

TEACHERS' CRITICAL THINKING AND PERFORMANCE IN TEACHING SOCIAL STUDIES

Cognitive verbal behavior
Critical thinking
Cognitive interaction

Teachers' abilities to think critically and to plan and implement instruction toward the goal of critical thinking were explored by testing relationships in a model of cognitive classroom interaction.

Hypotheses tested suggested positive relationships among teachers' cognitive verbal behavior, teachers' cognitive planning, student cognitive verbal behavior, teachers' academic success, and teachers' critical thinking. Data were gathered from a convenience sample of 21 secondary social studies pre-service teachers. Teachers' college grade point average was used as academic success indicator; the Cornell Critical Thinking Test was used to measure critical thinking. Two researcher-designed instruments were used to gather data on rating of cognitive level and level of verbal behavior.

Positive relationships were established for teachers' critical thinking and cognitive verbal behavior; teachers' critical thinking and cognitive planning; teachers' cognitive verbal behavior and students' cognitive behavior; and teachers' academic success and cognitive planning. No significant relationships could be established for teachers' cognitive planning and cognitive verbal behavior or teachers' academic success and cognitive verbal behavior. 146 pp.

Order no. 8029223

311. Friedman, Lee James, Ph.D. (descriptive/secondary)
Georgia State University, 1977

A STUDY OF THE RELATIONSHIP AMONG SECONDARY SOCIAL STUDIES TEACHERS' PERSONALITY CHARACTERISTICS, ATTITUDES TOWARD SOCIAL STUDIES, AND CLASSROOM INTERACTION

Teacher attitudes
Teacher personality
Classroom climate

The possibility that social studies teachers' personalities and their attitudes toward social studies are significantly related to their behavior in social studies classrooms was examined.

The Guilford-Zimmerman Temperament Survey, the Social Studies Preference Scale, and a demographic questionnaire were completed by 42 Atlanta secondary social studies teachers. Trained observers visited the classrooms and classified behaviors by means of the Flanders Interaction Analysis Ten Categories System.

Conclusions were that a positive relationship exists: (1) between sociability and pupil-initiation, (2) between personal relations and acceptance of feelings, and (3) between social studies as reflective inquiry and pupil-talk-initiation. No significant difference among races, sex, or certificate levels was found. 129 pp.

Order no. 7729327

312. Gnann, Sara Jacqueline, Ed.D. (descriptive/secondary)
Auburn University, 1978

A FOLLOW-UP STUDY OF RECIPIENTS OF GRADUATE DEGREES IN SECONDARY SOCIAL SCIENCE EDUCATION AT AUBURN UNIVERSITY DURING 1966-1977

Teacher education

Questionnaires were completed by 85 graduates evaluating course content, teaching quality, and teacher preparation in the secondary social science education at Auburn University. Descriptive data

were also collected. Among the results: 83 percent were employed as professional educators, and over 75 percent reported the dissertation requirement valuable for professional growth. 94 pp.

Order no. 7906125

313. Hardesty, Margaret Ann, Ph.D. (descriptive/elementary)
The University of Iowa, 1980

A STUDY OF ELEMENTARY TEACHERS' PERCEPTIONS REGARDING SELECTED SOCIAL STUDIES CONCEPTS

Teacher characteristics
Curriculum
Concepts

The study sought to determine elementary social studies teachers' views in a concept-based program relative to: (1) perceptions of what major and minor concepts were taught at what grade level, (2) perceptions of concepts of importance for specific grade level, and (3) agreement with concepts frequently cited in research. Also analyzed were teachers' perceptions regarding concepts taught using selected demographic data.

A questionnaire was used to elicit information from teachers using a concept-based curriculum in Cedar Rapids, Iowa.

Findings were: (1) teachers varied from programs recommended for their grade level and agreement with district program varied with each grade level, (2) sociological and anthropological concepts were considered important at all grade levels, and (3) the number of concepts deemed important increased with grade level. 216 pp.

Order no. 8022031

314. Henderson, Martha Vines, Ed.D. (descriptive/general)
University of Arkansas, 1978

TEACHING COMPETENCIES AND THE SOCIAL STUDIES COOPERATING TEACHER

Teaching method
Teacher competencies
"New Social Studies"

A model of teaching competencies for the north Louisiana social studies cooperating teacher in relation to the curriculum reform of the New Social Studies was developed.

Teaching competencies were identified by review of the literature and a survey of university personnel and cooperating teachers in north Louisiana.

The majority of cooperating teachers interviewed had limited knowledge of New Social Studies strategies and techniques. Classroom observation showed that teachers had faulty perceptions of how to employ inquiry and questioning techniques. Teachers ranked inquiry methods as most desired in inservice programs to update their skills. 191 pp.

Order no. 7823279

315. Hirsch, Gail Ann McEachron, Ph.D. (ethnography/general)
The University of Texas at Austin, 1979

INTERNATIONAL PERCEPTIONS OF CURRICULAR STRATEGIES OF PROFESSORS OF SOCIAL STUDIES EDUCATION

Global studies
Teacher education
Teacher characteristics

Investigated were the world views of college social studies/science instructors and the manner in which they prepared elementary and secondary teachers to teach about the international community. In-depth interviews were conducted with 25 professors in Texas.

Findings demonstrated that world views were based on factors of internal and external origins. Courses centered around the presentation of methods and wide-ranging topics, with only incidental attention given to nations and cultures. 327 pp.

Order no. 7920131

316. Itzko, Mitchell Sidney, Ed.D. (descriptive/secondary)
Temple University, 1981

A STUDY OF SELECTED BELIEFS AND ATTITUDES OF SECONDARY SOCIAL STUDIES TEACHERS CONCERNING TEACHING AND CURRICULUM PRACTICES

Teachers' professional attitudes
Teacher characteristics

The three-fold task of this study was to determine high school social studies teachers' professional beliefs and attitudes about curriculum and instructional practices, to explore relationships to specific biographical characteristics, and to compare the findings to models of ideal belief patterns.

A questionnaire (not described) was given to 200 Delaware County, Pennsylvania, secondary teachers, and a response rate of 56.5 percent yielded 113 responses. The questionnaire had been tested for content validity and reliability. Data collected were analyzed to identify patterns of teachers' beliefs and attitudes.

The findings indicated that teachers perceived the social studies emphases and social studies components as significantly different both in existing and desirable teaching characteristics. Findings also indicated a significant relationship between biographical variables, particularly age, and the teachers' perception of social studies emphasis and components. However, no conceptually clear unidimensional patterns were identified after a factor analysis was conducted on the statements in the questionnaires. A comparison with models of ideal belief patterns was not feasible. 168 pp.

Order no. 8115942

317. Katz, Stephen Samuel, Ed.D. (descriptive/secondary)
Temple University, 1977

A STUDY OF SOCIAL STUDIES TEACHERS' PERCEPTIONS OF THE UTILITY OF IN-SERVICE TRAINING IN MEETING CLASSROOM NEEDS

Inservice training
Teacher education

Examined were senior high school social studies teachers' perceptions of eight selected types of inservice training in meeting five daily classroom needs. Basic research questions addressed were: (1) to what extent do teachers engage in eight types of in-service training and (2) what are their perceptions of usefulness of the eight types of inservice training.

The survey utilized an opinionnaire--administered to 272 Montgomery County, Pennsylvania, teachers with a 76.8 percent usable return rate.

Some of the results were: (1) aid from fellow teachers and self-improvement were deemed most useful, (2) advice from supervisors and administrators was seen as least helpful. The implications of the study for inservice training were discussed and recommendations for further study were included. 151 pp.

Order no. 7721770

318. Knox, Gary Allan, Ph.D. (descriptive/general)
Stanford University, 1980

AN EXPLORATION OF TEACHER PERCEPTIONS CONCERNING RECOMMENDATIONS IN SOCIAL STUDIES EDUCATION

Teacher characteristics
New Social Studies
California

The study investigated teacher acceptance of New Social Studies (NSS) ideas in two NSS-inclined California school districts.

Selected NSS claims generated from a 1968 California social studies framework proposal served as the guidelines for the study.

The responses of 99 of 200 mail surveys from teachers in two suburban California school districts, stratified to represent elementary and secondary teachers, were analyzed. Acceptance of NSS was defined by using the selected California statements with procedures specified in a Marin County Self-Diagnosis inventory. A conceptual systems test was used to examine each respondent's personality information processing system.

Findings were that a significant majority of teachers gave general support to 10 of 12 NSS ideas. They exceeded a required knowledge criterion on only four recommendations. Commitment criterion was achieved by significant majorities on only three NSS statements. 149 pp.

Order no. 8024684

319. Kolowski, Richard Lee, Ph.D. (experimental/general)
The University of Nebraska-Lincoln, 1978

THE EFFECTS OF AN ANALYSIS OF SOCIAL STUDIES PHILOSOPHY AND CURRICULUM RATIONALE STATEMENTS UPON SELECTED NEBRASKA UNIVERSITY SECONDARY TEACHER EDUCATION PROGRAM SOCIAL STUDIES STUDENTS

Educational philosophy
Pre-service teacher education

This study investigated whether there was a difference in educational values, dogmatic beliefs, social studies self-assessment characteristics, and classroom verbal behavior teaching styles between pre-service social studies teachers exposed to instruction in the analysis of social studies philosophy and curriculum rationale statements and those who were not exposed.

Participants were 32 social studies students enrolled in the Nebraska Secondary Teacher Education Program. Half were assigned to the experimental group and half to the control group. Four documents presenting a rationale for social studies were analyzed by the experimental groups. Data were collected by the Educational Values Inventory, Rokeach Dogmatism Scale, and the Personal Self-Assessment Inventory for Social Studies Teachers.

No significant differences were found for any of the variables. Findings supported the literature which indicated that pre-service teachers have not developed and have difficulty in developing a well-defined philosophy of education. 173 pp.

Order no. 7906226

320. Lewandowski, Jean Adele Dayton, Ed.D. (descriptive/general)
The University of Nebraska-Lincoln, 1980

NEBRASKA SOCIAL STUDIES TEACHERS' PERCEPTIONS ABOUT IN-SERVICE EDUCATION EXPERIENCES AND SELF-INITIATED PROFESSIONAL DEVELOPMENT ACTIVITIES

Teacher characteristics
Inservice education
Professional development

The nature, the extent, and the effectiveness of traditional in-service education activities and self-initiated professional development activities as perceived by a random sample of Nebraska social studies teachers was the subject of the study.

A questionnaire was developed to gather data on inservice education experience, administrative evaluation experiences, and the self-initiated professional development activities. The questionnaire was mailed to a random sample of 184 Nebraska social studies teachers. A total of 119 usable questionnaires comprised a 67.5 percent return.

Findings were: (1) reading was recognized as the most effective means of improvement for the classroom; (2) other means of self-improvement were college courses, a resource person, travel, inservice education, television and movies, administrative evaluation, and professional organizations; (3) administrative evaluations were not regarded as effective means of helping improve classroom teaching; and (4) self-initiated activities were deemed more effective than school sponsored activities. 283 pp.

Order no. 8111679

321. Lindsay, Michael Kent, Ph.D. (descriptive/college)
Stanford University, 1980

A FOLLOW-UP STUDY OF STANFORD UNIVERSITY SECONDARY TEACHER EDUCATION PROGRAM GRADUATES IN SOCIAL STUDIES, 1960-1977

Teacher education
Career patterns
Stanford University

The graduate-level Secondary Teacher Education Program (STEP) at Stanford University was evaluated. Investigated were career patterns, assessment of usefulness of STEP, and assessment of and involvement in the social studies field.

Questionnaires were mailed to 450 graduates with responses received from 295 individuals.

Results indicated that STEP graduates have been and continue to be active in education. Although participants felt STEP was a useful program, there was a significant decline in the program's reported utility from the 1960s to the 1970s. Factors contributing to decline were noted. 289 pp.

Order no. 8011667

322. MacPherson, Ian George, Ph.D. (descriptive/general)
The Pennsylvania State University, 1979

DEFINITIONAL ORIENTATIONS OF YOUNG SECONDARY SOCIAL STUDIES TEACHERS IN PENNSYLVANIA: SOME IMPLICATIONS FOR SOCIAL STUDIES TEACHER EDUCATION

Teachers
Teacher training

This study examined assertions relating to the insufficient emphasis on defining social studies and providing an educational rationale for teaching it, and the resultant confusion about the definition and purpose of social studies among young social studies teachers.

A questionnaire seeking the following data was used: (1) definitional orientation, (2) diversity of social studies background, (3) design characteristics of social studies methods courses, (4) definitional orientation of peer teachers, and (5) demographic variables. The questionnaire was distributed among "young" social studies teachers in Pennsylvania.

The finding was that young secondary social studies teachers have a variety of definitional orientations. This variety was not interpreted as confusion but as a means of handling a situation that as yet does not fully allow for definitional orientation toward reflective inquiry which is advocated in the current professional literature. Analysis of data led to the rejection of the assertions investigated. 147 pp.

Order no. 7915721

323. Morrison, Michael David, Ed.D. (experimental/secondary)
West Virginia University, 1978

THE EFFECT OF AN INTENSIVE IN-SERVICE PROGRAM IN MODIFYING THE QUESTIONING BEHAVIOR OF TEACHERS AND STUDENTS IN SECONDARY SCHOOL SOCIAL STUDIES CLASSES

Questioning
In-service training
Skills

The effectiveness of an intensive one-day workshop as a method of teaching a specific skill (questioning) to in-service social studies teachers was investigated.

At four intervals in the school year, classes of experimental and control group students were audio-taped for analysis. Questions were classified according to the Gallagher-Ashner System.

Conclusions were that the one-day workshop was ineffective for changing questioning skills. The organization and nature of social studies content seems to have an effect on the level of questioning a class. The level of questioning is low, and in-depth study of questioning is needed in teacher education. 224 pp.

Order no. 7900870

324. Nippes, Richard Stansbury, Ph.D. (descriptive/general)
The Pennsylvania State University, 1979

A COMPARISON OF THE EFFECT OF A HIGH-INTENSITY AND LOW-INTENSITY DECISION SYSTEM ON ACHIEVEMENT AND ATTITUDE CHANGES OF PRESERVICE ELEMENTARY SOCIAL STUDIES TEACHERS

Teacher education
Attitude changes
Achievement
Decision making

The study posed three research questions: (1) Would preservice elementary teachers taught by a high-intensity decision making system (teacher making numerous preactive and interactive decisions in facilitating the learning process) earn higher social studies achievement scores than those taught by a low-intensity decision system (teacher making few preactive decisions and being unresponsive to interactive decision points that evolve during the course of instruction)? (2) Would those taught by a high-intensity decision system develop stronger preference for instructional management? (3) Would those taught by high-intensity decision systems show a greater preference for independent study?

Criterion tests and evaluative criteria were developed to measure achievement gains, and two attitude instruments were used to collect data from an unstated number of subjects in elementary teacher training.

Findings showed significant difference in comprehension level achievement gain and significant difference in synthesis level achievement gain for students taught by a high-intensity decision system. Significant change in attitude toward independent study for students taught by a high-intensity decision system were recorded. 190 pp.

Order no. 7922322

325. Phelan, Anthony Charles, Ed.D. (experimental/secondary)
Indiana University, 1981

THE EFFECTS OF THE STUDENT TEACHER ON ATTITUDE AND ACHIEVEMENT OF PUPILS IN ENGLISH AND SOCIAL STUDIES CLASSES IN SELECTED INDIANA HIGH SCHOOLS

Student teaching
Student attitudes
Student achievement

This study measured the effect student teachers had on pupil attitudes and achievements in English and social studies classes of 288 pupils. Ninth through twelfth grade classes served both as control and experimental groups and were administered pre- and posttests after completion of the student teacher segment, plus a posttest after eight weeks with the regular teacher. Instruments utilized were the Purdue Master Attitude Scales and The Tests of Achievement and Proficiency.

Results showed a decrease in achievement during the student teacher period, but attitudes were more favorable when student teachers were in charge. However, there was no statistically significant difference within statistical groups with relationship to either attitude or achievement. Also there was no significant difference related to school size. 127 pp.

Order no. 8200858

326. Schuster, Derek Vance, Ed.D. (developmental/secondary)
New York University, 1980

THE APPLICATION OF SELECTED RESEARCH TO THE DESIGN OF AN INSERVICE SOCIAL STUDIES INSTRUCTIONAL SKILLS DEVELOPMENT PROGRAM

Teacher education
Inservice training
Needs assessment

The purpose was to design an inservice instructional skills development program for New York City public high school social studies teachers. The design was based on: (1) research identifying inservice approaches more effective than the lecture-discussion approach, (2) research identifying social studies teaching strategies more effective than lecture-discussion, and (3) an assessment of training needs.

An assessment format developed by the Batelle Memorial Institute was used to determine the training needs of 250 Manhattan social studies teachers. It measured differences between teaching skills they felt they should have and the ones they felt they do have.

The social studies teaching strategies which were found to be effective and which formed the content of the inservice program were the inquiry, values clarification, and simulation methods. The inservice approaches which were found to be effective and which became the methodology for the program were microteaching, the case study method, and interaction analysis. 251 pp.

Order no. 8110696

327. Simmons, Leroy, Ph.D. (descriptive/general)
The Florida State University, 1980

PREFERRED APPROACHES TO THE TEACHING OF SOCIAL STUDIES AS THEY RELATE TO THE PERSONAL CHARACTERISTICS, SOCIO-POLITICAL VALUES AND POLITICAL INVOLVEMENT OF SECONDARY TEACHERS IN MICHIGAN

Teacher characteristics
Student centered
Reflective inquiry
Values
Teaching method
Community involvement

The extent to which teacher preferences for selected social studies education traditions were related to teachers' beliefs in traditional sociopolitical values, level of political and community involvement, and personal characteristics was explored. Also studied was whether teacher political and social behaviors could be predicted from the personal characteristics and values.

Subjects were 120 Michigan secondary social studies teachers.

Findings showed in part that political involvement, years of teaching experience, belief in traditional socio-political values, and age were useful predictors for preferred teaching approaches, and thus generated a prediction equation that was significant. A correlation of personal characteristic variables and belief in traditional socio-political values with political involvement scores showed that years of teaching experience correlated significantly with political involvement. 147 pp.

Order no. 8016304

328. Snow, Mary Suzanne, Ed.D. (experimental/elementary)
University of Cincinnati, 1981

THE EFFECTS OF INSERVICE TEACHER WORKSHOPS IN INTEGRATED ARTS ACTIVITIES ON ATTITUDES AND ACHIEVEMENT IN FOURTH, FIFTH, AND SIXTH GRADE CHILDREN PERTINENT TO SOCIAL STUDIES LEARNINGS

Teacher education
Curriculum integration
Inservice programs
Arts integration

The study evaluated the impact of teacher inservice workshop training which integrates the arts in social studies on fourth, fifth, and sixth grade students. The researcher pretested and posttested eighteen intact classes for changes in achievement and attitude.

The findings favored the experimental group and supported the use of inservice workshops, special programs, and integrated arts activities in social studies. 228 pp.

Order no. DA8201259

329. Sparrow, Emily Starr Amason, Ed.D. (descriptive/secondary)
Auburn University, 1979

A FOLLOW-UP STUDY OF THE UNDERGRADUATE SECONDARY SOCIAL SCIENCE TEACHER EDUCATION PROGRAM AT AUBURN UNIVERSITY, 1967-1978

Teacher education

Mail questionnaires were sent to a random sample of an unspecified number of graduates of the Auburn secondary social science teacher education program, 1967-1978, to obtain opinions on the program and current descriptive data.

The study found that 39 percent of respondents were still employed in the classroom. Academic specialization and professional education in the area of specialization were deemed most effective in teacher preparation, while the existing pre-teaching field experience was rated low and in need of improvement. 87 pp.

Order no. 8009566

330. Stoddart, Charles Lee, Ed.D. (descriptive/elementary)
University of Northern Colorado, 1977

A DESCRIPTIVE STUDY OF HOW PRIMARY SCHOOL TEACHERS VIEW THE SOCIAL STUDIES AS PART OF THE ELEMENTARY SCHOOL CURRICULUM

Curriculum
Priorities

The study investigaged how primary teachers (K-3) viewed social studies within the elementary curriculum. Comparisons were made across grades and among teachers of urban, suburban, and rural school districts.

A survey questionnaire was sent to 800 teachers in 17 school districts in Erie County, and 678 responses were received. Questions concerned curriculum priorities, media utilization, emphasis, and preparation.

Some conclusions of the study were: (1) social studies ranked lower than arithmetic and language arts but higher than foreign language, art, music, and physical education; (2) rural teachers placed a higher priority on social studies than suburban and urban teachers; (3) kindergarten teachers placed a higher priority on social studies than grades one, two, and three teachers; and (4) teachers felt that values education should be part of the social studies curriculum. 165 pp.

Order no. 7730872

331. Toner, James Francis, Ed.D. (descriptive/secondary)
University of Maine, 1977

AN ANALYSIS OF SOCIAL STUDIES ATTITUDES AND OPENNESS IN MAINE SECONDARY EDUCATION

Teacher attitudes
Teachers
Openness

The study examined the attitudes of 413 Maine secondary school social studies teachers toward the social studies, teacher perception of the social studies openness in school, and differences between teacher attitudes toward social studies and perception of social studies openness.

Three instruments were developed for data collection: (1) the Social Studies Attitude Questionnaire (SSAQ), (2) the Inventory of Social Studies Openness (ISSO), and (3) a demographic data form.

Findings showed that (1) student-centered teaching methodology was not widely accepted, (2) dissonance existed with teachers who favored socio-political involvement and their perception of openness in the school, and (3) the degree of openness was an important variable for the definition of social studies. Data indicated that 32 percent of the teachers favored social studies defined as knowledge of the past as a guide to good citizenship, followed by 30 percent favoring social studies as reflective inquiry. 162 pp.

Order no. 7801699

332. Travis, William Douglas, Ed.D. (experimental/elementary)
Boston University School of Education, 1980

THE SELECTED EFFECTS OF AN INSERVICE TEACHING SKILLS PROGRAM ON THE TEACHING PERFORMANCE OF ELEMENTARY SCHOOL SOCIAL STUDIES TEACHERS

Teacher education
Inservice education
Inquiry

This study examined effects of an inquiry-oriented teacher training program on the teaching performance of fourth, fifth, and sixth grade elementary teachers who had social studies teaching responsibilities.

Nine teachers in the experimental group had a 10-week inservice course which focused on inquiry in social studies instruction and included classroom videotaped feedback sessions. The eight control group teachers had no teacher education program. Data were gathered on the teaching behaviors of all participants, and on the achievement of the students in the teachers' classes.

Teachers in the experimental group exhibited changes in several classroom interaction patterns, particularly reduction of direct teacher emphasis. Results of this analysis of the student data suggested that the treatment program contributed to increased student achievement. 368 pp.

Order no. 8112272

333. Weslander, Darrell LeRoy, Ph.D. (descriptive/general)
University of Delaware, 1981

VOCATIONAL INTEREST PATTERNS OF SOCIAL STUDIES TEACHERS AND RATED PERFORMANCE

Teacher background inventory
Teacher assessment

The study collected background data relating to age, experience, subjects taught, college grades, teacher's educational level, activities in professional organizations, and self-reports of job performance, job satisfaction, and job stress, on 104 social studies teachers. The participants also completed the Vocational Preference Inventory (VPI). Also, teachers were rated by their immediate supervisors on a ten-item performance form.

Two separate and independent supervisory ratings were obtained for 57 teachers. A follow-up interview was conducted with each of the three teachers rated highest on the performance form.

Three research questions were addressed: (1) what were the descriptive characteristics of these experienced social studies teachers, (2) what were the VPI scale scores for the teachers, and (3) which background and interest variables contributed significantly to supervisory ratings.

Implications for administrators, colleges of education, local education agencies, and social studies teachers were discussed. While the study yielded some evidence on the subject of teacher assessment, most of the variance of supervisory rating remained unexplained. 169 pp.

Order no. 8123803

Citizenship, Law-Related, and Political Education

334. Autotte, Norman Luke, Ed.D. (descriptive/secondary)
University of Maine, 1978

INQUIRY INTO THE INCLUSION OF SOCIAL ISSUES IN MAINE SECONDARY SOCIAL STUDIES CLASSROOMS

Curriculum
Teaching methods
Social issues
Controversy
Maine

The purpose of the study was to investigate the extent to which Maine secondary social studies teachers discuss social issues in the classroom and explore why certain teachers pay more attention to social issues than do others.

The Michigan Social Issues Teacher Questionnaire (1970) was mailed to a random sample (410) of Maine secondary school social studies teachers. There were 190 respondents, representing 38 percent of the mailed questionnaires and 19 percent of Maine's secondary social studies teachers.

Conclusions based on the findings show that: (1) teachers do integrate current social issues into the social studies curriculum, (2) teachers feel that schools should be candid and explicit about social and political realities and disagreements, (3) in discussing emotional issues which generate conflict, teachers indicated that they take control of the discussion and explore the reasons for disagreement in a more rational, less emotional way, (4) the majority of the teachers were willing to use controversial issues without fear of reprisal, and (5) teacher beliefs in teacher expressiveness, student expressiveness, and traditional sociopolitical values played an important part in consideration of social issues in the classroom. 199 pp.

Order no. 7905033

335. Bailey, Juanita Cobb, Ph.D. (descriptive/elementary)
The Florida State University, 1978

A STUDY OF THE ROLE PERCEPTION OF ELEMENTARY SOCIAL STUDIES TEACHERS WITH REFERENCE TO SOCIAL ACTION LEARNING

Citizenship education
Social action learning
Florida

The study sought to determine whether there is a relationship between teacher-role perception and social action learning. Specifically, will elementary social studies teachers who are not active in community affairs perceive social studies as a preparation for social participation and community action?

A survey representing four major categories of activity was administered to a sample of Florida elementary teachers in two counties.

Analysis of data revealed strong agreement among teachers relative to social action learning and social participation. 100 pp.

Order no. 7815444

336. Enns, Jess Gene, Ed.D. (descriptive/general)
The University of Nebraska-Lincoln, 1978

A SOCIAL PARTICIPATION SURVEY OF SOCIAL STUDIES EDUCATORS IN SELECTED NEBRASKA COMMUNITIES UTILIZING PERCEPTUAL AND SOCIOECONOMIC VARIABLES

Social participation
Community participation
Teachers
Role models

The social participation patterns of social studies educators were investigated to determine the relative value of a set of independent variables ranging on a continuum from proximate to distal significance and to predict variance in the social participation activity through descriptive and exploratory approaches.

Subjects were 186 urban Nebraska secondary social studies teachers. Work organization climate was measured by the Organizational Climate Index-375 sf developed by Stearn, Steinhoff, and Richman plus other measures.

Indications were that social studies educators exhibit higher participatory rates than respondents in comparative studies. Traditional political activities were most favored; least likely participation was use of instructional skills in the community. Proximic

variables were stronger predictors of participation than the distal variables. The role models were deemed to have implications for the socialization of students relative to community participation. 401 pp.

Order no. 7900309

337. Hudgins, William Baird, Ed.D. (experimental/secondary)
University of Georgia, 1980

AN ASSESSMENT OF EFFECTS OF A LONG-TERM INSERVICE POLITICAL EDUCATION PROGRAM ON TEACHER KNOWLEDGE AND ATTITUDES

Inservice education
Political science
Instructional strategies
Methodology

The effects of a long-term inservice political science education program on teachers' knowledge of political science, knowledge of selected instructional strategies, and attributes toward using those skills in the classroom was the primary objective of this study.

A seven month Teacher Development Seminar in Political Science for 25 teachers served as the treatment for the experimental group. The control group was composed of 25 non-participating teachers. Four researcher designed instruments were used as pre- and post-tests.

Findings were that the long-term seminar had no effect on teachers' knowledge of political science or selected instructional strategies; however, it did have a positive impact on teacher attitudes toward using those two types of knowledge in the classroom. 182 pp.

Order no. 8029129

338. Sowders, Robert William, Ph.D. (descriptive/secondary)
University of Maryland, 1982

THE IMPORTANCE OF CIVICS/GOVERNMENT OBJECTIVES AS VIEWED BY SECONDARY TEACHERS, SOCIAL STUDIES CURRICULUM SUPERVISORS, AND LEADERS IN THE FIELD

Citizenship education
Teachers' point of view
Teacher attitudes

This study examined the perceived importance of selected affective, participatory, and cognitive knowledge objectives in civics and government instruction by teachers, supervisors, and leaders in the field.

An investigator-created research questionnaire was developed from 1982 National Assessment of Educational Progress objectives, reviewed by experts, pilot tested and revised. A stratified random sample of 291 secondary civics/government teachers, 24 Maryland curriculum supervisors, and 22 citizenship education leaders were included in the study.

Conclusions were: (1) teachers, supervisors, and leaders placed greater importance on affective and participatory objectives than on knowledge objectives, (2) teacher affiliations and experience may affect objectives preference, and (3) community political philosophies tended to be reflected by the teachers. 157 pp.

Order no. DA8226509

Economics Education

339. Arize, Augustine Chukwuemeka, Ph.D. (descriptive/secondary)
North Texas State University, 1982

AN ECONOMETRIC STUDY OF ARKANSAS SECONDARY SCHOOL TEACHERS' ATTITUDES TOWARD AND UNDERSTANDING OF ECONOMIC EDUCATION

Economics
Inservice training
Teacher education

This study assessed teachers' understanding of economic concepts and attitudes toward economic education to determine if a correlation existed and to determine the interaction effects of certain variables.

A teacher questionnaire developed for use with elementary teachers at North Texas State University in 1976 was used. Respondents were tenth, eleventh, and twelfth grade Arkansas secondary school teachers.

The following conclusions were drawn from the study: (1) economic workshops seem to enhance teacher attitudes toward economics but not their understanding of economic concepts; (2) in the textbook adoption process consideration should be given to include tests that provide a conceptual framework for economics in the teacher edition; (3) secondary social studies teachers should be required to take some advanced economics courses for certification; and (4) a college level social studies methods course covering social studies disciplines content areas should be instituted. 201 pp.

Order no. DA8228021

340. Bosley, Phyllis Bunker, Ph.D. (experimental/general)
Bowling Green State University, 1978

A STUDY OF THE EFFECT OF AN INSERVICE ECONOMIC EDUCATION COURSE ON TEACHERS' ECONOMIC KNOWLEDGE, ATTITUDES TOWARD BUSINESS, AND CLASSROOM BEHAVIOR

Economics education
Inservice training
Teachers attitudes
Behavior

This study investigated whether an inservice teacher training course designed to increase economic knowledge would also increase favorable attitudes toward business plus favorable intentions and classroom behavior regarding the teaching of economic principles and attitudes toward business.

Data were collected from 24 teachers in a 15-week inservice course designed to train social studies teachers in the economics of American history. Phase 1 of the study used a single-group, nonrandomized pre-/posttest design and measured economic knowledge and attitudes. Phase 2 was an analysis of teachers' intentions and behavior, using a longitudinal case study design based on two types of teachers' self-reports.

Results suggested favorable increases in economic knowledge and attitudes toward business and in intentions and actual classroom behavior regarding teaching economic principles and conveying attitudes toward business. 94 pp.

Order no. 7901430

341. Dawson, Richard Ward, Ph.D. (experimental/secondary)
Kansas State University, 1978

A STUDY OF THE IMPACT OF AN ECONOMIC CURRICULUM DEVELOPMENT LABORATORY ON JUNIOR HIGH SCHOOL SOCIAL STUDIES TEACHERS AND STUDENTS

Curriculum
Economic education
Knowledge of economics
Attitudes toward economics
Teacher education

The study measured the impact of teacher participation in two curriculum development laboratories on economic knowledge and attitudes of teachers and subsequently the students they taught.

Four instruments were used to pre- and posttest: The Test of Economic Literacy, Junior High School Test of Economics, The Economic Attitude Scale, and The Economic Education Questionnaire.

Results reported significant teacher changes in economic knowledge and economic attitude and significant changes in economic knowledge among their students. The study supported the usefulness of a curriculum development approach to inservice economic education. 197 pp.

Order no. 7821863

342. Kmet, Stanley Joseph, Jr., Ph.D. (descriptive/general)
The Florida State University, 1977

AN ANALYSIS OF FOUR PERFORMANCE-BASED TEACHER COMPETENCY MODULES IN CONSUMER AND ECONOMIC EDUCATION

Economic education
Teacher education

Four performance-based, multi-disciplinary (K-12) modules developed by the Florida Department of Education's Consumer's Education Federal Project were tested on elementary and secondary teachers.

Sixty-seven teachers from five Florida school districts participated in the experiment. A pretest was administered before teachers were asked to read and perform exercises in each module requiring about 1½ hours. Then the posttest was administered. Evaluation forms were also filled out.

Results showed a significant increase in teacher performance on all modules, and showed that teachers had learned many basic consumer economic education concepts. The modules were considered usable with teachers throughout the country. 145 pp.

Order no. 7801488

343. Oldfather, Michael, Ph.D. (analytical/general)
Ohio University, 1980

AN APPLICATION OF COST-EFFECTIVENESS ANALYSIS TO SELECTED INSERVICE PROGRAMS IN ECONOMIC EDUCATION

Inservice education
Economics education

This study sought to develop a model for comparing the effectiveness of inservice programs in economic education. While the model focused on participant learning, it was argued that other important outputs of economic education inservice undertakings can be compared in the same fashion, provided those outputs are quantifiable.

Complete data on 673 participants were provided by the directors of Centers for Economic Education in the U.S. Data were analyzed primarily through the use of multiple regression analysis.

The programs were compared on the basis of six ranking systems: (1) the programs' mean posttest score; (2) the difference between each program's mean posttest score and the predicted posttest score when statistically significant predictors of the posttest were controlled for; (3) cost per participant in each program; (4) the value of the posttest divided by the cost of the participant; (5) the residual of system 2 divided by cost per participant; and (6) the average of the first three ranks. 207 pp.

Order no. 8025563

344. Pierce, Randal Harry, Ph.D. (descriptive/general)
The Ohio State University, 1982

AN ASSESSMENT OF AN INSERVICE WORKSHOP'S EFFECTIVENESS IN PREPARING TEACHERS TO USE AN INTEGRATED INSTRUCTIONAL APPROACH FOR ECONOMIC EDUCATION

Inservice education
Economics

The study assessed the effectiveness of the workshop as a method of preparing industrial arts and social studies teachers to prepare integrated instructional materials for use in teaching applied economic concepts to students. Six instruments were used to collect data from participants and their students during the workshop and following six-month implementation.

The researcher reported that participants registered no significant gain in economics knowledge or positive attitude change toward economics, but students of workshop participants showed a significant gain in economic knowledge and experienced a positive attitude change toward economics. Participants expressed satisfaction with the workshops and felt the training was relevant to their professional development. 145 pp.

Order no. DA8300324

345. Schober, Howard Michael, Ed.D. (experimental/general)
Rutgers University The State University of New Jersey, 1982

AN EXAMINATION OF THE EFFECTS OF INSERVICE TRAINING ON SELECTED ASPECTS OF ECONOMIC EDUCATION

Inservice training
Economics

Investigated was the relationship among teacher participation in economics inservice training, knowledge and opinions of these teachers, and the selection and emphasis of the content in economics courses that they were teaching.

Treatment groups consisted of economics and non-economics teachers participating in inservice workshops offered by the Louisiana Council on Economic Education. A stratified random sample of teachers was selected for comparison purposes. The treatment and comparison groups were matched with respect to selected background characteristics.

Findings revealed a significant direct impact of the workshops on teacher achievement and opinions and on the organization of content in the economics courses taught. However, teaching a one-semester economics course did not affect instructor achievement or opinion. 185 pp.

Order no. DA8301607

346. Speers, Mary Louise Lemmer, Ph.D. (experimental/general)
The University of Michigan, 1981

TEACHERS' ATTITUDES TOWARD A CONSUMER ECONOMIC EDUCATION INSERVICE PROGRAM BASED ON INVOLVEMENT IN PLANNING

Inservice training
Planning participation
Economics

Examined were teachers' attitudes toward inservice programs based on involvement level in planning a consumer economic education in-service program. Attitudes investigated were: (1) teacher involvement in inservice planning, (2) required inservice, and (3) release time for inservice.

A quasi-experimental design was utilized with the experimental group assisting in planning two inservice workshops and the control group not having any input. A semantic differential was designed as a pretest and posttest to determine attitude changes.

Conclusions were that neither planning participation nor demographic factors had any impact on attitude toward inservice education except that a negative age correlation was established. The semantic differential instrument developed for this study was reported to be a valid instrument through the use of principal component analysis. 182 pp.

Order no. 8204762

347. Timmons, Nancy Johnson, Ed.D. (descriptive/secondary)
Baylor University, 1982

INSTRUCTION AND STAFF DEVELOPMENT IN FREE ENTERPRISE EDUCATION PROGRAMS IN TEXAS SECONDARY SCHOOLS

Inservice teacher education
Economics education
Texas

This study sought to identify: (1) the extent of training and experience of personnel responsible for free enterprise education; (2) inservice activities used to develop staff; (3) curricular designs, content, and instructional methods and materials utilized; and (4) evaluation techniques used. The study also solicited recommendations for improving free enterprise education programs.

Questionnaire data were collected from 612 Texas secondary schools.

Findings included: (1) free enterprise teachers' economic education is limited, (2) inservice activities are minimal, (3) most schools had no standardized curriculum guidelines, and (4) textbook-centered instruction was the dominant teaching mode. 151 pp.

Order no. DA8223834

348. Tolbert, Patricia Hesterly, Ed.D. (experimental/general)
University of Georgia, 1981

SOME EFFECTS OF AN ECONOMICS INSERVICE PROGRAM ON STUDENT LEARNING AND ATTITUDES

Economics
Teaching methodology
Inservice training
Student attitudes

The question posed was: does teacher participation in an inservice program of economic content and teaching methodology affect student achievement and attitudes toward economics?

Control and experimental teachers were matched on several variables. The sample consisted of 20 classes; 12 were taught by inservice participants and 8 by nonparticipants. Treatment consisted of viewing the Trade-off series and engaging in follow-up activities.

Findings were that teacher inservice training had no additive effect on student achievement or attitudes. 102 pp.

Order no. 8116896

349. Bingham, Jane Sones, Ph.D. (descriptive/secondary)
The University of Michigan, 1979

TEACHER ACCEPTANCE OF GLOBAL EDUCATION IN THE SOCIAL STUDIES CURRICULUM

Teacher characteristics
Global education
Curriculum

The study assessed teachers' acceptance of global education goal statements to determine whether some tenets of global education were more acceptable than others. An instrument, the Acceptance of Global Education Scale (AGES), was developed for use in this study, incorporating a number of perceptions about global education into ten goal statements for each of five global tenets.

A random sample of 228 secondary social studies teachers from midwestern suburban schools were asked to answer a background questionnaire and Q sort goal statements basic to global education divided into six categories from most approved to most disapproved.

Teachers were found to be generally accepting of global education. The most approved tenets of global education were political participation, social justice, and reduction of violence, while tenets of economic equality and ecological balance received little support. 165 pp.

Order no. 7925111

350. Erb, Thomas Owen, Ph.D. (developmental/general)
The University of Florida, 1977

CONSTRUCT VALIDATION OF AN INSTRUMENT TO MEASURE TEACHER ATTITUDE TOWARD THE USE OF INTERNATIONAL CONTENT IN THE K-12 SOCIAL STUDIES CURRICULUM

Attitude measurement
International curricula

A set of scales, the Florida International Curriculum Assessment Scales (FICAS), was developed to test teacher attitudes toward international curricula content.

Three established techniques were employed for testing construct validity: correlates, group differences, and the study of change over occasions. Three subscales of the FICAS were tested for validity. Scores were correlated with the Worldmindedness Scale and the Florida African Knowledge Scale.

Acquired data showed the FICAS to have high reliability and adequate validity to justify their use in further studies, but further validation research was recommended. 119 pp.

Order no. 7810946

351. Menconi, Evelyn Abdalah, Ed.D. (descriptive/general)
Boston University School of Education, 1981

AN ANALYSIS OF 'TEACHERS' PERCEPTIONS OF THE ARAB WORLD

Global education
Area study
Stereotyping
Arabs

The questions examined were: (1) what levels of misconceptions are held by a sample of New England social studies teachers as measured by a survey instrument, and (2) is there a difference in level of teacher misconception in relationship to variables in teacher background and teaching practice.

Results showed misconceptions among the teachers surveyed. Some respondents exhibited a great deal of uncertainty about the area. Formal education centering on the Arab world lowered misconceptions. Males teaching about the area using current events material had lower levels of misconceptions. The researcher asserted that there was a definite need for awareness among teachers about the Arab world and the deficiencies of textbooks and other materials on this subject. 198 pp.

Order no. 8126734

352. Pasztor, Joseph Leo, Ph.D. (descriptive/general)
University of Oregon, 1981

GEOGRAPHY'S ROLE IN PUBLIC EDUCATION AND A MEASURE OF TEACHERS' KNOWLEDGE AND SKILL LEVELS IN RELATION TO THE DISCIPLINE

Geography
Teacher knowledge

Aims of the study were to: (1) analyze the major geographic education literature of the last three decades for common themes, and (2) assess the level of knowledge of a sample of classroom teachers.

A test was administered to 366 teachers in Oregon and Saskatchewan. Mean score barely exceeded a set minimum standard with no outstanding difference across conceptual areas.

Literature analysis revealed a consensus that geographic education has potential to produce an integrated world view and spatial interactive conceptualizations that aid in problem solving. Findings suggest teachers are less than adequately prepared to teach geography. 250 pp.

Order no. 8116136

353. Riley, John McDonald, Ph.D. (analytical/secondary)
University of Maryland, 1978

TEACHER COMPETENCIES IN SECONDARY SCHOOL GEOGRAPHY: A VALIDATED PERCEPTION MODEL

Geography
Teaching method
Competencies

Implications of the High School Geography Project (HSGP) concerning teacher competency were examined.

A content analysis was applied to the teachers' guides of the HSGP program to devise a list of cognitive and skill competencies for secondary school geography teachers. The competencies were listed in categories and distributed to experts for initial validation. The revised list was distributed for validation nationwide by professional geographers and secondary geography teachers. Results were statistically analyzed to derive a hierarchy of 41 competencies.

Considered most important were understanding and applying fundamental concepts of geographic inquiry and ability to use geographic inquiry tools. Teacher understanding of spatial processes and explaining geographic principles and theories were also considered important. 133 pp.

Order no. 79006684

United States and World History

354. Tetreault, Mary Kathryn Thompson, Ed.D. (experimental/general)
Boston University School of Education, 1979

THE INCLUSION OF WOMEN IN THE UNITED STATES HISTORY CURRICULUM AND ADOLESCENT ATTITUDES TOWARD SEX-APPROPRIATE BEHAVIOR

Curriculum
U.S. history
Women's studies
Inservice education

The purpose of the study was to determine whether teacher participation in a specially developed inservice training program on the inclusion of women in the U.S. history curriculum would result in greater inclusion of women and make students' and teachers' perceptions of sex-appropriate behavior more flexible and less constrained.

Three treatment groups were studied. One group of teachers received the 26-hour program of inservice training and a set of women's history curriculum materials. The second group received only the inservice training, and the third group received only the curriculum materials. Attitude data were collected from teachers and their students by the Osmond-Martin Sex Role Attitude Scale.

Among the results of the multivariate analysis were: (1) students' attitudes toward males and females were significantly less stereotyped on the basis of sex for both female and male students in eighth and eleventh grade classrooms if the teacher participated in the inservice program and utilized the classroom set of women's history materials; (2) no significant differences were found between the sex-role attitudes of teachers who took part in the inservice training and utilized the curriculum and the teachers in the other two treatment groups; and (3) teachers who participated in the training program, with the exception of eighth grade male teachers, used three times more women's history materials than teachers who had no inservice training. 278 pp.

Order no. 8005267

Behavioral Sciences, Ethnic, Multicultural, and Women's Studies

355. Brawner, Linda Debnam, Ed.D. (descriptive/secondary)
Temple University, 1978

A STUDY OF THE RELATIONSHIP BETWEEN THE GRADE EIGHT PHILADELPHIA SOCIAL STUDIES CURRICULUM AND THE SOCIETAL PROBLEMS OF INNER-CITY BLACK RESIDENTS AS PERCEIVED BY SELECTED TEACHERS

Curriculum
Minorities
American history
Pennsylvania history

According to the Philadelphia Social Studies Curriculum guide eighth grade social studies teachers were expected to cover societal problems of Black inner-city residents. The study sought to determine if these problems were actually covered. Only teachers who volunteered participated in the study; 80 subjects were interviewed.

Teachers wanted inner-city problems as part of the social studies curriculum. Eight specific topics were identified by 75 percent of the teachers as being important: The Study of Ethnic Myths,

Africans in America as Slaves, Black Identity, Voter Registration, City Government in Philadelphia, Identification of Urban Problems, Gang Activities, and Neighborhood Crime. 107 pp.

Order no. 7812258

356. Davis, Billie Clare, Ed.D. (descriptive/elementary)
University of Miami, 1979

AN INVESTIGATION OF PERCEPTIONS OF GOALS RELATED TO MULTIETHNIC CURRICULUM, BY BLACK, HISPANIC, AND NON-HISPANIC WHITE ELEMENTARY SCHOOL TEACHERS

Curriculum
Socialization
Ethnicity

The purpose was to examine whether significant differences existed among Black, Hispanic, and Caucasian elementary school teachers in perceptions of the importance and the current attainment of goals related to multiethnic curriculum. The null hypothesis tested was: There are no significant interactions among teacher ethnic backgrounds and ratings of perceived importance of goals in three categories related to multiethnic curriculum.

An instrument based on the Curriculum Guidelines for Multiethnic Education, National Council for the Social Studies was used to assess teacher perceptions. Two independent variables were examined: Ethnic background of teachers, and three categories of goals (language, ethnic content, and process). The dependent variable was the rating given to the goals by the teachers.

Findings rejected the null hypothesis since there were significant differences among ethnic groups in regard to perceptions of the importance of goals in all categories. For example, Black and non-Hispanic white teachers regarded ethnic content and process goals as more important than language goals. Teacher ethnic background, therefore, is a factor which must be given specific consideration in plans for implementation of multiethnic curriculum proposals. 185 pp.

Order no. 8014156

357. Hanley, Edward Gerard, Ph.D. (descriptive/elementary)
Wayne State University, 1978

MALE AND FEMALE ELEMENTARY SCHOOL TEACHERS' ATTITUDE AND THEIR PERCEPTION OF THE OTHER SEX'S ATTITUDE TOWARD THE WOMEN'S LIBERATION MOVEMENT--A "Q" ANALYSIS

Teacher attitudes
Perception
Women's issues
Canada

Explored were attitudes of male and female Canadian elementary school teachers towards feminist issues, plus perception of the opposite sex's view of the issues.

Data were generated from the developed Q-sort card set which was administered to the selected teacher groups. The "known groups" method was employed to select the "feminist," "traditional," and "middle" groups. The study focused on four major areas: work, socialization, identity, and reproduction.

Data showed that proclaimed attitude, not gender, accounted for the variance in response. The same issues were found to be salient both for feminists and traditionalists but with both types showing opposing viewpoints. A concern for self seemed to be an emergent trend for both sexes. 188 pp.

Order no. 7816030

358. Kendall, Frances E., Ph.D. (experimental/elementary)
The University of North Carolina at Chapel Hill, 1980

THE RELATIONSHIP OF TEACHERS' RACIAL ATTITUDES AND THEIR USE OF A MULTICULTURAL APPROACH TO THE EDUCATION OF YOUNG CHILDREN

Curriculum
Teacher attitudes

This study was motivated by the paucity of research into relationships between teachers' racial attitudes and the extent to which they use multicultural curriculum material, and the lack of curriculum materials for teachers of three-, four-, and five-year-olds which address both institutional racism and the development of a multicultural classroom environment.

This study utilized a researcher-developed curriculum manual, A Multicultural Approach to the Education of Young Children, to investigate (1) whether there was a significant correlation between teachers' racial attitudes and the extent of use of the manual, and (2) whether after using the manual there was a significant difference in racial attitude scores between an experimental and a control group of teachers. Subjects were 38 white and 17 black female kindergarten teachers. Because the attitude measure used was designed to measure racial attitudes of Whites toward Blacks, only white teachers were used as subjects in the statistical tests. Black subjects participated in a workshop and used the manual in their classrooms, providing weekly checklist data. The experimental group included 34 teachers, the control group 21. The experimental group participated in a two-hour workshop on the manual and at the conclusion a semantic differential racial attitude scale was administered.

Statistical analysis procedures utilized produced no significant results. The researcher concluded that the first hypothesis warrants further investigation and that the ten-week treatment may have been insufficient to produce significant differences. 254 pp.

Order no. 8104400

359. Wolman, Judy Draisin, Ph.D. (experimental/elementary)
Georgia State University, 1980

THE DEVELOPMENT OF SOCIAL COMPETENCE IN HANDICAPPED AND NORMAL PRESCHOOL CHILDREN

Social competence
Exceptional children

This study examined the assumption that early intervention for the preschool handicapped population has a positive effect on social competence. An attempt was made to develop social skills through individualized special education programming.

Subjects were 48 kindergartners from special and regular education classes in a public school system. A pretest/posttest control group design, matching subjects according to age and sex was employed. The Metropolitan Readiness Test was used to provide a comparison of cognitive capabilities, the California Preschool Social Competency Scale (CPSCS) was used to evaluate level of social competence. The special education group received individualized instruction to develop social competence, the other group received no special treatment. After 12 weeks the CPSCS was readministered.

Analysis of pretest results on the CPSCS showed, in contrast to an expected delay in social skills, the special education subjects were rated as significantly more skilled than the normal students. Posttest indicated the experimental and control groups had progressed at the same rate, resulting in no significant differences between group gain scores. The researcher suggested that future studies should determine whether preschool special education students actually differ from the normal population in social competence. 43 pp.

Order no. 8106980

Values Education, Moral Education

360. Applegate, Terry Peyton, Ph.D. (developmental/general)
The University of Utah, 1980

THE DEVELOPMENT OF A CRITERION-REFERENCED VALUE ANALYSIS WORKSHOP FOR SECONDARY TEACHERS AND ADMINISTRATORS

Inservice education
Values education

The purpose was to determine if 90 percent of workshop participants could be trained to criterion in a 30 contact-hour workshop. Criterion was defined as scoring 80 percent correct or better on measures assessing the understanding and usage of Value Analysis concepts and procedures. The Value Analysis program involved meeting four standards of rationality when formulating a value judgment: (1) the purported facts supporting the judgment must be true or well-confirmed; (2) the facts must be genuinely relevant; (3) other things being equal, the greater the range of relevant facts taken into account in making the judgment the more adequate the judgment is likely to be; (4) the value principle implied by the judgment must be acceptable to the person making the judgment.

Participants were 102 Utah teachers and administrators. The text used was Rational Value Decisions and Value Conflict Resolution: A Handbook for Teachers. During the workshop participants presented units from the text, completed a resource booklet, and completed a set of Concept Master Tests.

Results indicated that workshop participants could be trained to a criterion in a 27 to 30 hour contact hour workshop. 95 pp.

Order no. 8022204

361. Wallace, Michael Vincent, Ed.D. (descriptive/secondary)
Temple University, 1980

A SURVEY OF THE ATTITUDES OF PUBLIC HIGH SCHOOL TEACHERS REGARDING MORAL EDUCATION IN PUBLIC HIGH SCHOOLS

Moral education
Values education
Teacher role
Curriculum

Attitudes of high school teachers toward moral education in public schools were surveyed to determine their views on (1) the general role of the teacher in moral education, (2) the role of the high school, and (3) the usefulness of several curricular resources and training experiences in moral education.

A 52-item instrument was developed and tested and used to survey 654 teachers of several subjects in high schools in Suffolk County, New York. Response rate was 51 percent.

Teachers tended to agree that moral education should be integrated into the school program. However, specific placement drew an indecisive response, except for social studies teachers who agreed on inclusion of moral education in the social studies curriculum. Also reported were views on teachers' roles and the usefulness of workshops and materials. 181 pp.

Order no. 8025113

Social Studies - General

362. Al-Khayyatt, Abdul Kareem A., Ph.D. (experimental/secondary)
The Pennsylvania State University, 1980

AN EXPERIMENTAL STUDY COMPARING THE EFFECTS OF THE INQUIRY METHOD AND THE TRADITIONAL METHOD FOR TEACHING SOCIAL STUDIES IN TWO KUWAITI SECONDARY SCHOOLS FOR BOYS

Teaching methods
History
Kuwait
Inquiry
Achievement
Attitude
Critical thinking

This study compared the effect of inquiry method and traditional method of teaching history on the achievement, attitude, and critical thinking ability of the second-year students in two secondary schools for boys in Kuwait.

A non-randomized control group pretest/posttest design was used to compare six classes of 25 students each. Effects were measured by the Watson-Glaser Critical Thinking Appraisal, an attitude test toward history, and an achievement test.

Results indicated that inquiry-taught students performed significantly better than traditionally-taught students, but no significant difference in attitude was found. 137 pp.

Order no. 8107532

363. Anderson, Raymond McDonald, Ph.D. (experimental/college)
Stanford University, 1982

SELF INSTRUCTION AS A METHOD OF PREPARING ELEMENTARY SCHOOLS SOCIAL STUDIES TEACHER TRAINEES TO APPLY AN INDUCTIVE TEACHING MODEL

Australia
Self-instructional module
Teacher education
Taba Inductive Teaching Model

The study developed and field tested a self-instructional module with 80 elementary social studies teacher trainees. The module was designed to enable the teacher trainees to develop performance competencies in the use of the Taba Inductive Teaching Model.

The experimental group studied independently using only the self-instructional module and submitting criterion-based achievement tests. The control group received normal lectures based on the same material but did not submit tests. Evaluation was based on written tests and results of a clinical rating schedule utilized when all subjects were teaching elementary grades.

The study concluded that a self-instructional module can favorably influence teacher trainees' achievement, planning, and performance in a clinical setting and that training variations can have a more powerful impact than instructor variations on these factors. Low ability students were less favorably influenced by self-instructional modules and appeared to need instructor support. 321 pp.

Order no. DA8208809

364. Anyanwu, Jonathan Amanze, Ed.D. (developmental/secondary)
Temple University, 1977

AN APPLICATION OF THE RATIONALES OF HILDA TABA AND LEONARD KENWORTHY TO CURRICULUM DEVELOPMENT IN SOCIAL STUDIES IN NIGERIAN SECONDARY EDUCATION

Curriculum
Curriculum rationale
Cultural environment
Nigeria

Rationales for curriculum development by Taba and Kenworthy were translated into a social studies program for Nigerian secondary schools. Taba-Kenworthy conclusions, based upon their studies of the learner, culture, society, and schooling, emphasized that there is relatively little disagreement about the idea that schools function on behalf of the culture in which they exist.

The program emphasized Nigerian culture as the main substance of social studies. Sample content was organized based on criteria of: (1) contemporary scientific knowledge, (2) consistency with social and cultural realities, (3) balance of breadth and depth, (4) provisions for multiple objectives in a wide range of domains, and (5) appropriateness of content to meet the needs, interests, and maturational level of the learner.

The content samples included were intended only to illustrate the application of the criteria. The researcher feels it is essential that the criteria be employed in developing a total secondary social studies program to test the validity of the criteria. Since the developed criteria were not tested, they were considered tentative. A number of research questions were raised which required further study. 228 pp.

Order no. 7713488

365. Arunee, Walai, Ed.D. (analytical/general)
The Pennsylvania State University, 1980

CRITICAL-THINKING TECHNIQUES FOR SOCIAL STUDIES EDUCATION IN THAILAND

Critical thinking
Civic education
Cultural values
Thailand

The study centered on the problems of transfer of educational-cultural forms and ideology across cultures. Specifically the study concerned probable results of a proposed revamping of the Thai social studies curricula to improve civic education in the schools.

The researcher expressed the view that the key to change in social studies teaching is the adoption of critical thinking techniques as the basis of civic education. The study then examined aspects of Thai cultural values and educational structures directly affected by imposing change associated with critical thinking techniques.

Estimating the prospects for accommodation, the researcher predicted that although certain disequilibria will result from the introduction of critical thinking, the change will likely be accommodated. In addition, a model was designed to facilitate the introduction of critical thinking techniques. 119 pp.

Order no. 8107534

366. Badr, Ahmed Mahmoud, Ph.D. (developmental/secondary)
Fordham University, 1981

A CONCEPTUAL FRAMEWORK FOR THE DEVELOPMENT OF HIGH SCHOOL SOCIAL STUDIES CURRICULA FOR PALESTINIAN STUDENTS

Curriculum
Palestine
Arabs

A conceptual framework for the development of high school social studies curricula for Palestinian students was developed.

Included in the rationale for development were philosophy of education, principles of learning, knowledge of social studies, and needs and problems of Palestinian society. Criteria were developed from related literature to guide the selection and formulation of objectives, content, teaching strategies, and evaluation methods.

The proposed framework was sent to members of the Association of Arab-American University Graduates for validation. Validators gave a positive review to the framework and felt it was sufficient and appropriate for use in Palestinian education. 206 pp.

Order no. 8109059

367. Boonyananta, Siriporn, Ph.D. (developmental/secondary)
University of Pittsburgh, 1979

THE DEVELOPMENT OF A MODEL FOR CURRICULUM ANALYSIS OF SECONDARY SOCIAL STUDIES CURRICULUM IN THAILAND

Model
Curriculum
Objectives
Concepts
Teaching methods
Evaluation
Thailand

A systematic model for curriculum analysis to evaluate and suggest improvement of secondary social studies curriculum in Thailand was developed.

The model synthesized three major bases: (1) the present Thai national educational goals and the general goals of secondary social studies education, (2) implications from selected learning and instructional theories, and (3) the existing curriculum analysis models in the United States.

The model was tested on the present grade 7 Thai social studies curriculum. The test proved the model feasible and the adoption of the model was recommended since it provided not only information on the quality of the curriculum but showed how the curriculum could be improved. 206 pp.

Order no. 8004789

368. Dunn, John Gilding, Ph.D. (historical/secondary)
Michigan State University, 1981

THE IDENTIFICATION OF FACTORS AFFECTING THE ACCEPTANCE OF SOCIAL STUDIES AS AN INTEGRATED SUBJECT WITHIN THE CURRICULA OF SECONDARY SCHOOLS OF SOUTH AUSTRALIA FROM 1950-1977

Curriculum organization
Social studies
History
Geography
Australia

This study identified the factors affecting the acceptance of "social studies" as an integrated subject in the secondary schools of South Australia between 1950-1977. The first stage of the investigation focused on the control of the curriculum in the highly centralized educational system of South Australia. The second stage assessed reasons for accepting social studies in preference to the single disciplines of history and geography.

Two instruments, each containing checklists of factors possibly affecting acceptance or rejection of social studies, were administered to convenience samples of 10 schools identified as strongly accepting of social studies and 10 schools which had little or no social studies in the curriculum.

Stage 1 revealed the long-standing dominance of the University's Public Examinations Board upon all levels of the curriculum, serving to favor single disciplines of history and geography. Other indications for rejecting an integrated curriculum included lack of teacher experience, single discipline teacher background, social studies not being a matriculation subject, and vagueness or nature of content of syllabus statements. 177 pp.

Order no. 8117227

369. Ferreira, Nelly Ceres, Ph.D. (descriptive/elementary)
Indiana University, 1979

THE TREATMENT OF CAREER INFORMATION IN SELECTED BRAZILIAN ELEMENTARY SOCIAL STUDIES TEXTBOOKS

Curriculum
Career orientation
Career relevancy
Career modeling
Brazil

The study examined: (1) the range of career education information in Brazilian elementary social studies textbooks, (2) the nature of the information, and (3) whether or not textbooks introduced children to the occupational activities available to them as youth and adults in Brazil.

Data were collected by analyzing the written and visual content of 24 commonly used Brazilian elementary social studies textbooks. Reliability of data collection and categorization processes was determined by the Suh formula for intercoder reliability. A panel of judges categorized careers as "old," pre-1950 or "new," post-1950.

The number of occupations depicted in the texts was 129, compared with 2,086 occupational titles contained in the government listing. The distribution of titles suggested an insensitivity to or a lack of knowledge about current occupations and the legislative intent of the most recent national educational laws. A number of recommendations to revise textbooks were included. 166 pp.

Order no. 8000732

370. Frankcombe, Brian James, Ph.D. (descriptive/elementary)
Michigan State University, 1978

COMPARATIVE CURRICULUM DEVELOPMENT IN ELEMENTARY SOCIAL STUDIES/ SOCIAL SCIENCE IN ALBERTA AND TASMANIA

Curriculum development
Alberta
Tasmania

The study examined how curriculum development in elementary social studies is perceived by teachers, parents, university faculty, principals, department staff, curriculum committee members, school-system administration, and teacher organization representatives in Alberta (decentralized system) and Tasmania (centralized system).

A 40-item questionnaire was used. While in Alberta, data were collected by mail, in Tasmania interviews were used. Twenty-five findings were listed, including views that teachers should be given a greater role in curriculum development. 277 pp.

Order no. 7815120

371. Ghiassi, Jahrome Parvin, Ph.D. (descriptive/general)
The Florida State University, 1978

SURVEY OF THE OPINIONS OF SOCIAL STUDIES TEACHERS IN SHIRAZ (IRAN) REGARDING THE POTENTIAL USE OF INSTRUCTIONAL TELEVISION IN THE MIDDLE SCHOOL

Teaching methods
Teacher training
Television
Iran

A questionnaire was used to determine Iranian teachers' attitudes toward the use of television in the classroom. Three teacher factors guided the analysis: (1) type of academic training, (2) years of teaching experience, and (3) mode of lesson presentation.

A questionnaire with 24 items was mailed to 240 teachers in Shiraz, Iran, and 186 were returned, of which 135 were randomly selected for analysis.

Results indicated willingness to use television was related to higher academic training, fewer years of teaching experience, and teaching method, i.e., those having used television were very favorable, those using group discussion somewhat favorable, while those who lectured were least favorably disposed. 114 pp.

Order no. 7909767

372. Koon, Thomas Gesae, Ph.D. (descriptive/secondary)
University of California, Los Angeles, 1980

DEVELOPMENT OF A CONCEPTUAL MODEL FOR THE CREATIVE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOLS OF LIBERIA

Liberia
Creative teaching
Change

The study was pursued to develop a conceptual model for the creative teaching of social studies in the secondary schools in Liberia and explore the receptivity of the conceptual model in the Liberian secondary schools. Several assumptions were made: (1) creativity could improve teaching and learning in the social studies; (2) teachers' attitudes influence creativity in the classroom; (3) the key to the development of student creativity lies in the ability of the teacher to create and sustain an appropriate classroom climate.

A field test of the conceptual model was conducted in secondary schools of Liberia to explore receptivity by teachers. It was projected that the conceptual model will be adopted but that some teachers would resist the concept of creative teaching. 234 pp.

Order no. 8016000

373. Koonmee, Charon, Ph.D. (analytical/secondary)
Ohio University, 1977

A COMPARATIVE STUDY OF THE COMPETENCIES OF PROSPECTIVE SECONDARY SOCIAL STUDIES TEACHERS IN THE UNITED STATES AND THAILAND

Teacher education
Teacher characteristics
Thailand

The purpose of the study was to compare competencies of prospective secondary social studies teachers. Competencies identified from selected Thai and American professional literature were: (1) course requirements, (2) personal characteristics, (3) specialized subject matter, (4) professional education, and (5) general education.

The procedure was a descriptive and analytical search through the Thai and American professional literature and the use of documents, reports, bulletins and catalogs dealing with prospective teacher preparation.

Some major findings and conclusions were: (1) both Thai and American literature stressed the need for a general education background, (2) American literature emphasized a multidisciplinary approach to training, while in Thailand a single discipline approach is favored, and (3) almost all Thai literature placed emphasis on

the personal characteristics desirable in prospective teachers while American literature placed emphasis on academic and professional areas. 131 pp.

Order no. 7723466

374. Moussavi, Fakhreddin, Ph.D. (descriptive/general)
Stanford University, 1980

SOCIAL STUDIES PROGRAMS IN IRANIAN ELEMENTARY AND SECONDARY SCHOOLS

Curriculum
Instruction
Iran

Iranian social studies curriculum and instruction were examined with an attempt to (1) discern whether any aspects of the pre-revolutionary social studies program were effective, (2) identify content and methods which proved prohibitive to a good program, (3) identify key curricula and instructional practices which can be applied in Iran, and (4) provide a base for recommendations for improving Iranian social studies.

Two sets of five-scale questionnaires relating to key social studies ideas and practices were constructed and administered to 50 Iranian students in the San Francisco Bay area, and 50 social studies teachers, both elementary and secondary, in an Iranian city.

Findings showed that both groups of respondents agreed to the need for change and improvement of the social studies program. Both teachers and students thought that because of limitations imposed by the previous government, social studies could not be taught and learned with essential freedom. The survey showed that evaluation techniques used were anachronistic and that teachers were not familiar with modern techniques. Twenty-two recommendations for improvement were included. 183 pp.

Order no. 8024720

375. Obebe, Bolarinde Joseph, Ed.D. (descriptive/college)
Columbia University Teachers College, 1981

AN ASSESSMENT OF KNOWLEDGE OF SOCIAL STUDIES CONTENT AND METHOD OF GRADUATING ELEMENTARY TEACHERS (GRADE II) OF LAGOS AND ONDO STATES, NIGERIA

Teacher education
Elementary social studies
Nigeria
Teaching method

This study evaluated social studies programs in four Nigerian teacher training colleges by (1) assessing the judgment of students and faculty members about how much of the syllabus in social studies was actually taught and what teaching methods were employed, and (2) assessing the knowledge of social studies content and methods of prospective elementary social studies teachers.

Questionnaires and knowledge tests were given to 9 lecturers and 422 prospective teachers from three different types of teacher training schools.

Results showed that prospective teachers from different types of schools differed in perceptions of topics covered and methods employed. Lecturers used mainly class discussion and lecture and tended not to cover topics dealing with values. People in the one-year course scored best on the knowledge of content, but the three-year course group scored best in knowledge of methods. Students from schools where more time was spent on social studies and which favored traditional method scored better. 213 pp.

Order no. 8122972

376. Pieh, Patrick Korima, Ed.D. (developmental/secondary)
Michigan State University, 1977

A PROPOSED MODEL FOR A SOCIAL STUDIES CURRICULUM FOR SECONDARY SCHOOLS IN SIERRA LEONE

Curriculum development
Culture
Sierra Leone

The purpose of the study was to develop a model for establishing a social studies curriculum in Sierra Leone. Systems analysis was used to identify steps to be taken: (1) analysis of society, (2) objectives--societal and educational, (3) curriculum materials, (4) learning and teaching process, and (5) evaluation.

Implicit in the model is the relationship of curricular change and innovation to social change. Primary information sources were government reports and studies of educational development in Sierra Leone and recent world-wide development in social studies.

Among the conclusions are that Sierra Leone needs an emphasis on critical thinking and problem solving. The study attempts to provide a systematic and comprehensive evaluation device for any social studies curriculum. Given that social studies is a politically sensitive area of study, the researcher suggests a basis for mutual adjustment and adaptation by society and the educational system. 103 pp.

Order no. 7718533

377. Salia-Bao, Samuel Kemoh, Ed.D. (developmental/general)
Harvard University, 1980

CULTURAL ASPECTS OF CURRICULUM DEVELOPMENT: A RATIONALE FOR SOCIAL STUDIES CURRICULUM DEVELOPMENT IN SIERRA LEONE

Sierra Leone
Man: A Course of Study
Curriculum
Cultural influence

The study presents an evaluative case study of Man: A Course of Study (MACOS) as it was adopted in Sierra Leonean schools and then offers a rationale for a new social studies program in Sierra Leone.

The case study showed that the effects of MACOS were disappointing. Children were reluctant to learn it, teachers refused to teach it in the way specified, and urban parents revolted against its assumptions. It was concluded that the assumptions and underlying principles were contrary to the beliefs and practices of Sierra Leone's traditional culture.

In the rationale three broad social studies curriculum goals were presented: African humanistic education, citizenship education, and intellectual education. Several approaches to realizing the goals were discussed: (1) content selected from needs of the Sierra Leonean child, society and contemporary culture, (2) indigenous methods of learning through experience of life in a community; (3) indigenous analytic approaches such as found in folk tales, and (4) community-oriented teacher education. 322 pp.

Order no. 8111553

378. Shamma, Freda, Ed.D. (developmental/general)
University of Cincinnati, 1980

DESIGNING AN ISLAMIC MULTI-CULTURAL SOCIAL STUDIES COURSE OF STUDY

Curriculum
Manaret schools
Saudi Arabia
Islam
American scholastic standards
Multi-national
Indian subcontinent

The purpose of this study was to design a social studies curriculum for grades 1 through 9, for the Manaret Schools for English-speaking Muslim children in Saudi Arabia, meeting the following criteria: (1) accommodate Saudi government regulations, (2) emphasize the Islamic heritage of the students, (3) meet American scholastic standards, and (4) accommodate the multi-national background of the students.

An extensive demographic analysis of parents and students was conducted, plus a questionnaire was solicited from the parents as to their priorities for the specific social studies curriculum. American texts proved not feasible for adoption and new texts had to be developed.

The course as developed focused on the common religion and not the uncommon nationalities of the children. The study suggested additional steps to develop specific teaching units and offered ways of adopting the developed course for Muslims of other nationalities. 166 pp.

Order no. 8107504

379. Shoaib, Mohammed Saleh, Ph.D. (historical/general)
University of Missouri-Columbia, 1980

DEVELOPMENT OF SOCIAL STUDIES EDUCATION IN SAUDI ARABIA SINCE 1926

Saudi Arabia
History of Arabia
Educational techniques
Curriculum
Religious influence
Political influence
Cultural influence
Social influence

The study examined the history of the development of social studies education in Saudi Arabia in context of cultural, religious, social and political factors. It analyzed the techniques used by Saudi educational policymakers to meet national goals while observing cultural traditions.

It was observed that the conservative Unitarian Movement, started in the eighteenth century, is still a major factor affecting general social, educational, and political conditions in modern Saudi Arabia. Few prospects were seen for major revisions of the social studies curriculum in the immediate future.

Recommendations were provided for future development of social studies and general education in Saudi Arabia, including reorientation of pre- and inservice training for social studies teachers. 157 pp.

Order no. 8202665

380. Suwanarpa, Siriwan, Ph.D. (descriptive/general)
University of Missouri-Columbia, 1979

A SURVEY OF EDUCATORS' PRIORITIES FOR SOCIAL STUDIES CURRICULUM IN SECONDARY SCHOOLS OF BANGKOK, THAILAND

Curriculum objectives
Teacher characteristics
Priorities
Thailand

The two major questions posed were: (1) what are Thai educators' priorities for a social studies curriculum with respect to the concepts component, and (2) what are the similarities and differences in priorities as expressed by teachers, specialists, and supervisors?

A questionnaire provided data on professional background characteristics, rank ordering of concepts and skills, and rating of values. Responses were received from 145 (73 percent) of the social studies teachers, 42 (78 percent of the social studies specialists, and 14 (82 percent) of the supervisors.

Substantial agreement was found regarding priorities. Thai educators rated social and cultural concepts as most important, political and economic concepts as second in importance, and geographical and historical of least importance. "Orality," "compromise," "adjustment," and "culture" were ranked as the first three social and cultural concepts. Political concepts associated with justice and democracy were rated as more important than economic concepts. The top three skills ranked were "inquiry," "study skills," and "reading skills." The top three value objectives ranked were "honesty," "democracy," and "justice." 282 pp.

Order no. 8002403

Citizenship, Law-Related, and Political Education

381. Cohen, David Sanford, Ed.D. (analytical/secondary)
Boston University School of Education, 1980

A THEORY AND PROGRAM FOR CITIZENSHIP EDUCATION AS COMMUNITY INVOLVEMENT FOR THE ISRAELI SECULAR JEWISH HIGH SCHOOLS

Citizenship education
Moral education
Community education
Israel

This study analyzes the content of the citizenship program as outlined in the 1976 teacher's guide published by the Israeli Ministry of Education. The first section compares the literature and background of citizenship education in America and Israel. The diversity of approaches in the United States is contrasted with the Israeli program which is rooted in the academic discipline organization of social sciences.

The second section recommended that traditional Jewish sources and literature be incorporated in high school citizenship education in addition to Western Humanistic and Socialist-Political Zionist concepts. Student confrontation of moral situations as a means of cognitive and ethical growth is encouraged for the Israeli program. A program of community involvement for development of citizenship education in the Israeli secular secondary school is suggested and described. 331 pp.

Order no. 8024082

382. Curtis, Charles Kenneth, Ed.D. (experimental/secondary)
Utah State University, 1978

CONTEMPORARY COMMUNITY PROBLEMS IN CITIZENSHIP EDUCATION FOR SLOW LEARNING SECONDARY STUDENTS (VOLUMES 1 AND 2)

Citizenship education
Contemporary problems education
Student attitudes
Learning skills
Canada

The study examined the effect of a contemporary community problem approach to citizenship education on secondary slow learners. Specifically, the study assessed effect on student interest, knowledge of contemporary problems, closemindedness, critical thinking skills, and attitudes toward fundamental freedoms.

The study was conducted in secondary schools in a variety of British Columbia communities in Canada.

The nonequivalent control group design was used in school districts where comparable classes of students were available. Where only single classes existed, one-group pretest/posttest design was used.

Findings showed that study of contemporary community problems provided a more favorable educational environment for slow learners to develop subject interest and critical thinking skills, to reduce dogmatism, and to increase self-concept, than did the usual academically oriented programs. 612 pp.

Order no. 7821119

383. Ward, Francis Blackiston, III, Ph.D. (historical/descriptive/
Columbia University, 1978 elementary)

EDUCATION FOR NATIONAL ALLEGIANCE IN AFGHANISTAN: A STUDY OF THE DEVELOPMENT OF A NEW ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM AS A MEANS OF ENCOURAGING NATIONAL UNITY IN A DEVELOPING COUNTRY

Curriculum
Textbooks
Nationalism
Afghanistan
Citizenship education

The study stems from Afghan government policy that the schools be active in training loyal citizens necessary to nation building with social studies curriculum and textbooks playing a major role in this citizenship training.

The research was done in Afghanistan from June 1973 to June 1975. Historical method was used to trace the rise of nationalism as reflected in early textbooks and compare it to the new project texts. Interviews of Afghan fourth, fifth, and sixth grade students were also conducted.

A strong sense of national identity was found among upper elementary students. Newer textbooks stressed citizenship, loyalty, and nationalism, and skills needed to grasp these concepts. 692 pp.

Order no. 7811160

Economics Education

384. Ekere'ke, Jones Mkpanam, Ph.D. (analytical/general)
Ohio University, 1977

ECONOMIC EDUCATION FOR NIGERIA

Nigeria
Economics education
Curriculum
Method

The study analyzed the nature of economic education in Nigeria and the modifications in content and method required by experiences of students, the preparation of teachers, and Nigeria's recent economic history.

The first chapter analyzed the problem of applicability of conventional economics textbooks in relation to the skills and experiences of Nigerian students and teachers. Lovenstein's paradigm, which divides economics into three concepts--scarcity and basic economic decisions, the flow of goods and services, and the flow of income--was deemed especially useful in the Nigerian situation.

The second chapter delineated the paradigm and appraised economic concepts in a Nigerian context. Then, a ten-unit economics program was designed to achieve the needed sense of conscious participation by students and teachers. 173 pp.

Order no. 7723463

385. Ulinfun, Francis Ehiamen, Ed.D. (descriptive/secondary)
Columbia University Teachers College, 1978

THE STATUS OF ECONOMIC EDUCATION IN NIGERIA'S SECONDARY SCHOOLS

Economics
Nigeria
Student performance
Curriculum

The extent of economics education in Nigeria was described with particular reference to some school-wide factors and some factors relating to economics teachers and the economics curriculum. These factors were then related to the average passing rates of schools in the West African School Certificate economics examination for the period 1975-1977.

Schools studied were secondary schools in Nigeria's Bendel State only. Official documents from the State Ministry of Education, State Board of Education, and West African Examination Council plus two original questionnaires were used for data collection.

Data showed an increase in economic enrollment from 86.1 percent in 1975 to 96.2 percent in 1978. Factors related to predicting student test performance included, in part: (1) teacher qualification at the bachelor's degree level, (2) percentage of economics syllabus covered prior to the final economics examination, (3) the age of the school, (4) student-teacher ratio, and (5) the urban or rural location of the school. 134 pp.

Order no. 7909029

Geography and Global Studies

386. Ikerionwu, Jonathan Chuma, Ph.D. (descriptive/secondary)
Southern Illinois University at Carbondale, 1982

PATTERNS OF GEOGRAPHY CURRICULUM IN SIX SELECTED SECONDARY SCHOOLS IN NIGERIA

Geography
Nigeria
Curriculum

The study described the geography curriculum in six selected secondary schools--private, state, federal, rural, urban, boys', girls', and co-educational--noting similarities and differences in terms of five curriculum features: geography offering, instructional staff, instructional material, instructional strategies and outcomes.

The study methodology included: (1) interviews with geography teachers, administrators, and students, (2) a review of geography curriculum documents, and (3) personal observations of no less than three days at each school.

Findings included: (1) only one school had written geography objectives, (2) texts used and concepts taught were the same in all schools, (3) federal schools had the highest geography enrollment, (4) only one federal and one state school had an inservice program, and (5) lecture was the predominant instructional strategy at all schools. Federal schools were deemed best staffed and equipped to teach geography. 134 pp.

Order no. DA8229280

387. Jabr, Soliman Mohammed, Ph.D. (descriptive/secondary)
University of Kansas, 1981

INDIVIDUALIZING GEOGRAPHY INSTRUCTION IN SAUDI ARABIAN SECONDARY SCHOOLS

Geography
Curriculum
Saudi Arabia
Teaching methods

A questionnaire assessing needs, instructional methods, and media was distributed to 361 teachers in 156 schools to appraise the status of individualizing geography instruction in Saudi Arabia.

Collected data indicated in part that: (1) teachers believed student originality, creativity, and divergent thinking should be encouraged, (2) teachers considered student learning styles in curriculum planning, and (3) some support existed for students to participate in curriculum planning and setting objectives.

Conclusions advanced were that the current Saudi Arabian educational system is lacking with respect to curriculum, instructional content, and methodologies. Recommendations were included. 223 pp.

Order no. 8128727

388. Simbo, Francis Nat. Kenne., Ph.D. (descriptive/secondary)
University of Illinois at Urbana-Champaign, 1981

FACTORS THAT INFLUENCE STUDENTS' CHOICE OF GEOGRAPHY FOR THE GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL EXAMINATIONS IN SIERRA LEONEAN SECONDARY SCHOOLS

Geography
Testing
Sierra Leone

Determined were (1) why students choose or reject geography for the GCE-O level examinations in Sierra Leonean secondary schools, (2) whether the two groups differ in topics or methods they like, and (3) whether the two groups differ in topics or methods they would like to see emphasized.

A Likert-type attitude questionnaire was administered to 539 university freshmen students and sixth form students in secondary schools.

It was found that viewing geography as easy, interesting, useful, and relevant correlated with good performance in the lower forms. A favorable attitude toward drawing, reading and interpreting maps and diagrams, and the desire to gain more geographic knowledge were all salient factors for choosing GCE geography. There was no significant difference between the groups in what they would like included in future programs. 107 pp.

Order no. 8127691

United States and World History

389. Mohamed, Ramadan Hussein, Ph.D. (experimental/secondary)
The Florida State University, 1979

AN EXPERIMENTAL STUDY OF TWO TEACHING STRATEGIES, THE MASSIALAS AND COX'S REFLECTIVE INQUIRY METHOD AND THE EXPOSITORY METHOD, FOR TEACHING SOCIAL STUDIES IN LIBYA

Methodology
Inquiry
History
Libya

The adaptability of the inquiry approach to social studies in Libya was explored. Evaluated were the acquisition of basic ideas, facts, and critical thinking abilities by tenth grade students taught history according to Massialas and Cox's reflective inquiry method.

The study consisted of a 15-week experiment in Libya. A total of 140 tenth grade students from schools in Tripoli participated. The experimental group was given the inquiry treatment while the control group was subjected to expository teaching. Data were collected by paper and pencil tests developed by the researcher and tapes and observations utilizing checklists of classroom behavior.

Results of the analysis of the data from the two instruments showed a significant difference in attainment of knowledge and of reflective thinking skills by favoring the group taught by reflective inquiry. Recommendations were that similar studies should be conducted for other grade levels over a longer period of time and that textbooks should be redesigned for use with the inquiry approach. 282 pp.

Order no. 8007481

Reading

390. Burron, Kenneth Earl, Ed.D. (descriptive/secondary)
University of Northern Colorado, 1979

AN INVESTIGATION OF A HIERARCHY OF PURPOSES FOR READING ASSIGNMENTS APPLIED TO SECONDARY SOCIAL STUDIES

Reading
Reading hierarchy
Canada

The study investigated the existence of a hierarchy of purposes for reading assignments in social studies. The hierarchy was postulated as: (1) reading to list sample data, (2) reading to answer data based questions, (3) reading to group data, (4) reading to rank among data, (5) reading to defend or refute, (6) reading to identify a theme, and (7) reading in order to evaluate or react.

A test passage relevant to social studies content in the target area was constructed by the investigator. Questions directed at each level of the hierarchy of purposes were also developed by the investigator. Subjects were 56 tenth grade students from Winnipeg, Canada.

Some conclusions were: (1) students who can function at level 1 can also function at level 2, (2) level 3 represents a transition in the demands placed on a student's comprehension ability, (3) level 4 and succeeding levels place greater demands upon a student's comprehension ability, (4) it was questionable whether successful functioning at a given level was contingent upon successful functioning at preceding levels, and (5) there was little basis for claiming the existence on the hierarchy of purposes for reading assignments as postulated. 138 pp.

Order no. 8004438

391. Ghandi, Maryam Tajeran, Ed.D. (descriptive/elementary)
University of the Pacific, 1977

A CONTENT ANALYSIS OF CURRENT IRANIAN ELEMENTARY READING TEXTBOOKS FOR THE PRESENCE OF SOCIAL AND MORAL VALUES

Values
Iran
Textbooks

Seven elementary textbooks were examined for intensity and frequency of content of the Iranian middle class social and moral values of marriage, religion, country, family, authority, education, cleanliness, kindness, work, thrift, honesty, boy as favored sex, justice, charity, friends, and hospitality. The textbocks were published by the Iranian Ministry of Education.

Data showed an imbalance with education, work, country, and family receiving the major emphasis, while thrift, hospitality, and boy as the favored sex were seldom used. The study provided insight into the teaching of values and made recommendations for further research in Iranian values education. 187 pp.

Order no. 7723119

392. Kandarakis, John Constantine, Ph.D. (descriptive/secondary)
The Florida State University, 1977

AN INVESTIGATION OF THE PHILOLOGIST AS AN AGENT OF TRADITION AND MODERNITY IN SCHOOL SOCIAL STUDIES IN GREECE

Curriculum
Beliefs
Attitudes
Change agents
Greece

The role of the philologist in the modernization of social education of Greek youth in Greek secondary schools was examined. The study framework consisted of: (1) sociopolitical beliefs of philologists and students, (2) basic beliefs about the school role in society by the philologist and students, (3) the role of the student in the classroom, (4) basic orientation of social studies curriculum, and (5) the role of the philologist in the education change process.

Hypotheses of the study tested differences and similarities between perceptions of students and of philologists. Perceptions were obtained from 438 girls and 154 boys enrolled in classical and practical programs and from 108 urban philologists.

Findings showed significant differences in sociopolitical beliefs, belief about school role in society, student role in the classroom, and the role of the philologist as an agent of change. Included also was a discussion of weaknesses in the Greek secondary social studies program. 206 pp.

Order no. 7724772

393. Madubom, Boniface Nwafor, Ph.D. (descriptive/elementary)
University of Missouri-Columbia, 1980

NIGERIAN ELEMENTARY TEACHERS' PERCEPTIONS OF THE EMPHASIS OF THE CURRENT SOCIAL STUDIES CURRICULUM UPON SELECTED SOCIAL VALUES

Curriculum
Values education
Social values
Nigeria

The purpose was to ascertain: (1) to what extent the current Nigerian Primary Social Studies Syllabus as used in Anambra state adequately emphasized the teaching of selected social values in the perception of elementary teachers, and (2) to what extent the teachers believed that selected social values ought to be emphasized by the syllabus.

A scale of selected social values centering around honesty, justice, education, social equality, and family system, and a personal data sheet were used to collect data.

Findings were that teachers believed the selected social values listed in the survey ought to be emphasized in the syllabus, and the present syllabus ought to be strengthened in regard to values education. 171 pp.

Order no. 8108825

394. Tajeran, Zarintaj Taji, Ed.D. (descriptive/elementary)
University of the Pacific, 1980

A CONTENT ANALYSIS OF IRANIAN CHILDREN'S STORY BOOKS FOR THE PRESENCE OF SOCIAL AND MORAL VALUES

Iran
Moral values
Children's literature

This study gathered data on the presence of specific values in 19 of the most popular children's story books for ages seven to eleven in Iran. Values selected were: marriage, religion, country, family, authority, education, cleanliness, kindness, work, thrift, honesty, boy as a favored sex, justice, charity, friends, and hospitality.

Honesty, justice, and work received the highest attention; boy as a favored sex and cleanliness received the least attention. Prudence, cleverness, conservativeness, being grateful, and bravery were also identified in the content of the books.

The research recommended: (1) similar studies for different age groups; (2) in-depth studies to explore the manner in which social and moral values are internalized by children; and (3) studies to compare findings of this study and those story books translated from other languages into Farsi. 175 pp.

Order no. 8019375

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